

# Peter Pan Pre-School

Methodist Church, Winchester Road, Chandler's Ford, Eastleigh,  
Hampshire SO53 2GJ



<b>Inspection date</b>	26 September 2018
Previous inspection date	20 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The manager uses her wide professional network to introduce new ideas and stimulate staff discussions about good practice. A recent and successful drive to raise the quality of teaching across the pre-school has focused on the types of questions staff ask children. Staff are good at helping children to review their own progress, think about what worked well and what they might do differently next time.
- Staff are very responsive to children's ideas. They skilfully model new language and concepts as they play together. For example, staff talk through and play their part in the children's make-believe hair salon or a climbing expedition through a 'jungle'.
- Staff work well with parents, the host church, other professionals and settings to secure any additional support that children require. Parents explain how effectively staff prepare children who have special educational needs and/or disabilities for the next stage in their learning and for school.
- Outcomes for children are good, and children are well prepared for school. For example, they decide to construct a tower that is taller than their teacher. Talking together, they use mathematical language to predict, agree the position of bricks and make comparisons of height.

### It is not yet outstanding because:

- Children cannot hear speech sounds clearly in the large hall and they do not benefit fully from the good quality of teaching that staff are capable of delivering.
- Staff do not take full advantage of opportunities that arise in children's play to develop their interest in making marks and 'writing' for a purpose.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- help children who are using the large hall to hear clear speech and good teaching, to make the best possible rates of progress in their speaking and learning
- extend opportunities to develop children's interest in making marks and early literacy skills.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a series of joint observations with the manager. Together they discussed how staff training had contributed to children's learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is good

The dedicated and conscientious manager continues to consult widely and evaluate all aspects of the pre-school to improve it further. For example, parents are helping to regenerate worn garden play areas and staff are engaging in more focused appraisals and professional development. The manager underpins all areas of practice with well-informed policies and procedures that help everyone to keep the children safe, secure and healthy. For instance, staff inform each other by radio links as they and the children use different parts of the premises. The manager checks that every member of staff is alert to child protection issues and knows what to do and whom to contact should they have any such concerns. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

Well-trained and highly experienced staff are beginning to share their different expertise more effectively across the two age groups. They exchange their astute observations of children's achievements to help promote continuity in their care and appropriate levels of challenge in their learning. For example, children have time to make new friends around the painting table at the start of term because staff respect and facilitate their ideas. Some children choose to paint complex three-dimensional toys, such as plastic trucks, while others experiment with texture, pattern and sparkle on pictures for loved ones. The manager monitors the rate of every child's progress and staff share their accurate assessments of children's skills with their parents.

### Personal development, behaviour and welfare are good

Staff are particularly good at establishing secure emotional attachments and settling very young children into the pre-school. They notice little things toddlers like to do and use these to distract them swiftly when their parents leave. For instance, children stand on a favourite stool to wave goodbye. Instantly, they become captivated by prisms staff have placed on the window sill and they delight in finding rainbows and new toys across the play room. Staff help children understand how to act responsibly and take care of their environment. For instance, when a delivery of new equipment arrives, children make and explain to others the meaning of a 'no entry' sign. They work as a team to weave warning tape around the area to help keep their friends safe.

### Outcomes for children are good

All children make good progress in their learning and development. Strong partnerships with parents help to link children's interests at the pre-school with simple follow-through activities at home. Children extend their learning to different environments and develop a secure base for all future achievements. Children who are learning more than one language catch up with their age group in good time for school. All children gain confidence in managing small tasks for themselves and become increasingly independent in caring for themselves and their belongings.

## Setting details

<b>Unique reference number</b>	EY433855
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063259
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Peter Pan Pre-School Committee
<b>Registered person unique reference number</b>	RP530974
<b>Date of previous inspection</b>	20 October 2015
<b>Telephone number</b>	02380 271536

Peter Pan Pre-School opened in 1969 and re-registered in 2011. The pre-school is open during term times from 9am to midday, or 1pm for lunch club, on Mondays, Wednesdays and Fridays. It opens from 9am to 3pm on Tuesdays and Thursdays. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 12 members of staff, 11 of whom are qualified at level 3 or 4.

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