

# Peter Pan Pre-School

1 St. Floras Road, Littlehampton, West Sussex BN17 6BD



<b>Inspection date</b>	28 September 2018
Previous inspection date	6 July 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 well-qualified manager is dedicated to providing good-quality care for all children. She effectively implements worthwhile improvements to the setting to improve outcomes for children continuously. For example, there is a strong focus on developing children's literacy and mathematical skills. Children are making good progress from their starting points.
- The manager uses additional funding effectively, for example, to support individual children's speech and language skills. This helps to close the gaps in children's learning in readiness for school.
- Staff support children's emotional well-being well. They are kind and nurturing, establishing strong relationships with children. Children are confident to separate from their parents or carers and settle quickly to their chosen activity.
- There is a very close and supportive partnership with parents. Parents speak positively about the pre-school. They found the settling-in procedures supported their children to settle quickly and form good relationships with their key person.

### It is not yet outstanding because:

- At times, staff do not use their good teaching skills to challenge children further, to extend their chosen play and learning.
- Sometimes, staff do not consistently plan to extend children's sensory experiences, particularly for those who prefer to play outdoors.

## What the setting needs to do to improve further

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

- support staff to be more consistent in using their good teaching skills to extend children's chosen play and learning even further
- build on children's sensory experiences, in particular for those who prefer to learn outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff and children at appropriate times.
- The inspector completed a joint observation of the quality of teaching with the manager.
- The inspector sampled children's development records and evidence of staff suitability and qualifications.
- The inspector spoke to parents and carers and took into account their views.

#### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of what to do should they have any concerns about a child's welfare. They are aware of current government guidelines on how to identify the possible signs that a child may be at risk of extreme views. Robust recruitment, vetting procedures and supervisory meetings help to ensure staff are suitable to work with children and remain so. The manager regularly appraises staff practice and identifies training and development needs. For example, several staff have recently completed a professional qualification and stated that this has helped them to improve their skills in observation and assessment gathering to improve outcomes for children.

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

Staff seek out information from parents on children's starting points. This enables them to plan targeted activities to support all children's ongoing development. The manager monitors children's progress well and meets with staff to track individual groups of children to ensure their next steps in learning are appropriate. Staff engage in children's play and encourage their mathematical skills well. For example, they support children to match objects in number order. Staff introduce nature to children, such as looking for bugs in outdoor play. They provide magnifying glasses so children can look at the bugs they find more closely. Young children use their imaginations well. For example, they represent their own play ideas and recall past experiences with each other as they take their dolls shopping.

### Personal development, behaviour and welfare are good

The caring, nurturing environment which staff create ensures children feel safe and secure. Children's behaviour is good and they understand the importance of sharing and taking turns. They know how to use a timer to help them take turns when using tricycles in outdoor play. Children show consideration towards others. For example, when riding the tricycles they know to stop and carefully manoeuvre around their friends. Staff are aware of children's dietary needs, and children learn about the importance of leading a healthy lifestyle. They enjoy a range of healthy fruit options at snack time and have various opportunities to participate in plenty of active team games.

### Outcomes for children are good

Children of all ages and abilities make good progress in relation to their individual starting points. Young children can identify and select their written name at snack times. Older children show impressive skills when writing and sounding out letters in their name. Children become increasingly independent. For example, they serve themselves at snack time and learn how to manage their own clothing without help.

## Setting details

<b>Unique reference number</b>	113641
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10066598
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	41
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Peter Pan Pre-School Committee
<b>Registered person unique reference number</b>	RP524284
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	01903 732866

Peter Pan Pre-School is a committee-run group that registered in 1992. The pre-school operates from Parkside Evangelical Church Hall, Littlehampton, West Sussex. It is open term time only, on Monday from 8am to 12.30pm, Tuesday from 8am to 2pm, Wednesday from 8am to 1.30pm and from 8am to 3pm on Thursday and Friday. There are eight members of staff, six of whom hold appropriate early years qualifications at level 3 and the manager has an early years degree. The pre-school provides funded early education for two-, three- and four-year-old children.

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