

# Peter Pan Pre-School

Methodist Church Hall, Station Road, PETERSFIELD, Hampshire GU32 3EB



<b>Inspection date</b>	24 January 2019
Previous inspection date	15 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The manager and staff have worked with their local authority to successfully address the actions and recommendations made at the last inspection. For instance, staff now ensure that they record children's attendance times accurately.
- The manager is committed to providing children with good-quality learning experiences. She uses additional funding, such as the early years pupil premium, to support children's development effectively. All children make good progress from their starting points.
- Children behave well and are kind and courteous in their interactions with each other. Staff help children to understand why the pre-school rules are in place. This helps children to learn how to value and respect the differing needs of their friends.
- Partnerships with parents are good. Staff develop warm, trusting relationships with children and their families to support children's individual care and learning needs well. Parents value the learning ideas that staff at the pre-school provide them with, to help them support children's learning at home successfully.
- Staff have a good understanding of how to adapt activities to meet the differing needs and abilities of older and younger children. They have high expectations of children and provide challenging experiences that help children to develop their good thinking skills and to share their ideas. This helps children to gain skills that prepare them well for their future learning.
- Although the manager monitors the progress made by children, she does not analyse this fully to help identify less obvious gaps in children's progress or compare the progress that groups of children make.
- The manager's support for the professional development of staff is not always sharply focused on raising the good quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- refine the monitoring systems used to analyse information about the progress of different groups of children, to help address any differences in achievement more effectively
- explore a wider range of opportunities for continuous professional development for staff, which is sharply focused on raising the quality of teaching and children's outcomes to an even greater level.

### Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's progress.
- The inspector completed a joint observation of an activity with the manager.
- The inspector looked at a selection of the pre-school's policies, evidence of the suitability of staff working at the pre-school and children's records, and discussed the self-evaluation process with the manager.
- The inspector spoke to parents on the day of the inspection and took account of their views.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff have a good understanding of how to keep children safe. They complete appropriate training to know how to identify and report any child protection concerns. Staff work well with other agencies involved in children's care to ensure they promote children's welfare needs effectively. The manager implements robust recruitment procedures and ensures the ongoing suitability of all adults who work at the setting. She checks the quality of teaching and children's progress regularly and has a good understanding of the strengths and areas of development for her setting. For instance, she has worked closely with her staff to identify how to create more opportunities to build on what children know and can do during activities. Overall, this has had a positive impact on children's progress and outcomes for all children are good.

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

Staff capture children's individual interests and skilfully introduce new learning into activities well. For instance, as children made a bird feeder, staff helped older children to think about how birds travel and what might help them to fly. Staff give children time to think through and answer questions, to help develop their good thinking skills. They skilfully adapted the bird feeder activity to help younger children thread cereal, for example, and captured opportunities to teach them to count, adding one more, to extend their mathematical learning. Children benefit from opportunities to hear new language in a wide range of activities. For instance, as staff read stories, they bring these to life using puppets and introduce the names of new insects. Staff make regular and precise assessments of children's learning and identify where children may need extra support, which they swiftly implement. This helps children to catch up with their peers quickly.

### Personal development, behaviour and welfare are good

Children settle happily and develop good relationships with their friends. Staff help children to learn to how to be independent and encourage them to manage some age-appropriate activities well. For instance, younger children learn how to use cutlery confidently, as they use knives to carefully spread butter on their toast. Staff help children to learn about positive behaviour and teach them the rules of the pre-school and why they are needed. For instance, children learn why they need to sit down for story time, so that their friends can see the pictures in the story.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Children are happy and motivated in their play and show curiosity and enjoyment during their learning experiences. For instance, older children learned about what insects they could find outdoors and enjoyed using magnifying glasses to 'make things bigger'. They shared their ideas of how bees make honey and talked confidently to staff about eating honey on toast. Younger children gain good counting skills and enjoy telling staff what numbers come next, saying, 'That makes nine now.'

## Setting details

<b>Unique reference number</b>	109793
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10084955
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Allyson Watts and Ruth Edbrooke-Stainer Partnership
<b>Registered person unique reference number</b>	RP910458
<b>Date of previous inspection</b>	15 May 2018
<b>Telephone number</b>	07851013312

Peter Pan Pre-School registered in 2000. It is located in Petersfield, Hampshire. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school is open term time only on Monday to Thursday, between 8am and 2.55pm. It is closed on Fridays. There are five members of staff who work directly with the children, including the manager. All staff hold a relevant early years qualification at level 3.

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