

Peter Pan Pre School

St Peters C of E School, Town Street, Rawdon, Leeds, West Yorkshire
LS19 6PP



Inspection date	27 March 2019
Previous inspection date	17 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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 provider has worked hard to address weaknesses from the last inspection. The required records were all available for inspection. Staff have good opportunities to receive feedback on their practice. Training takes place to ensure staff know their roles and responsibilities in safeguarding children.
- Key persons understand their children well. They use effective observation and assessment to ensure they know each child's stage of development. They know each child's interests and take these into account when planning activities. Staff plan a wide range of activities and experiences across all areas of learning. Consequently, children make good progress from their individual starting points.
- Staff use effective teaching techniques in general activities and focussed sessions, such as the 'September club', to prepare children for their next stage in learning. They work well with schools that children will move on to, so that children become familiar with routines and can settle well.
- Children's personal, social and emotional development is supported very well. Children show concern for their friends and are learning to be independent. They listen well to each other and are keen to involve their friends in their play. Children understand behaviour boundaries and respond to requests from staff. They are happy, settled and enjoy their time at the pre-school.
- The provider is not always successful in involving all parents in extending their child's learning at home and in the pre-school.
- Strategies to raise the quality of teaching to the highest level are not yet embedded in practice.

What the setting needs to do to improve further

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

- strengthen opportunities and enhance strategies to support all parents in engaging in their child's learning at the pre-school and at home
- extend opportunities for staff to raise their teaching skills to the highest level to support children's learning and development even further.

Inspection activities

- The inspector observed the quality of teaching during activities.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with managers and looked at relevant policies, documentation and evidence of the suitability of staff working in the pre-school.

Inspector
Duncan Gill

Inspection findings

Effectiveness of leadership and management is good

Leaders demonstrate a good knowledge of the requirements of the early years foundation stage. They have a sound understanding of the strengths and areas to work on for the pre-school. They have addressed actions from the last inspection. The arrangements for safeguarding are effective. Staff have received training in child protection and have a good understanding of a broad range of safeguarding issues. They know the procedure to follow with any concerns to protect children. Robust recruitment procedures are in place to ensure all staff are suitable to work with children. Managers monitor the quality of staff teaching well. Staff are well deployed and understand their roles and responsibilities. Parents comment that their children are cared for amazingly well and are treated as unique children, valued for their individuality.

Quality of teaching, learning and assessment is good

Staff use effective questioning to ask children to recall events or use their thinking skills to solve problems. Staff support children well to learn new skills. They make a sand castle alongside children. They show them how to fill the bucket, level the sand and turn the bucket over. They model language, such as, 'Tap, tap, tap', as they tap the bucket. They praise children for their efforts. Children are proud when they see they have made a sand castle. Staff provide good opportunities for children to practise their counting skills in their play. Children count, 'One, two, three, go' with staff as they race their cars down the ramps. They count how many cars they have and the number of children in the line before they go inside. They competently count to 10 and beyond. When children are using play dough to make faces, staff ask them to name the parts of the face. They extend the activity well to talk about emotions. They ask children why they have made a sad or happy face and what makes them happy or sad.

Personal development, behaviour and welfare are good

A very effective key person system is in place. Staff ensure that they get detailed information from parents about each child and their individual routines. Specialist training is undertaken, where needed, so they have the skills to ensure all children can be an active part of the pre-school and their unique needs are met. Children have lots of opportunities to be physically active and access fresh air. They enjoy bouncing on the trampoline or being superheroes, chasing each other outside. Staff let children take well-managed risks, such as climbing between the low branches of the tree outside. They provide children with effective explanations to help them build their own understanding of safety. They explain to and show children that they should not wear their capes when riding the bike as it may get stuck in the wheels.

Outcomes for children are good

Children are making good progress from their starting points in preparation for school. They confidently talk to one another and share their ideas in groups. They concentrate well on activities and develop good imaginations. Adult-led activities and group work for older children is highly effective in teaching them to recognise letters and the sounds different letters make. Children show they can listen well and follow instructions through games, such as 'Simon says'.

Setting details

Unique reference number	512659
Local authority	Leeds
Inspection number	10084875
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	30
Number of children on roll	43
Name of registered person	Elaine Mackey & Pam Smithson Partnership
Registered person unique reference number	RP518946
Date of previous inspection	17 April 2018
Telephone number	0113 2503471

Peter Pan Pre School registered in 1993. The pre-school employs eight members of childcare staff. Of these, at least four hold appropriate early years qualifications at level 3 and one member of staff holds qualified teacher status. The pre-school operates term time only. Sessions are available Monday to Friday from 8.55am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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