

Inspection of Peter Pan Pre-school Playgroup

Village Hall, Fleckney, LEICESTER LE8 8AY

Inspection date: 8 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The pre-school is in the heart of the village. Children have unique opportunities in the large indoor space to chase each other, crawl and jump around. This contributes well to their developing physical skills and helps to nurture their growing large muscles. Some children positively thrive on the chance to freely run around and let off steam indoors.

The children are clearly happy, settled and feel safe and secure in this small and friendly pre-school. Staff have high expectations of the children and have lovely relationships with them and know them well. Children readily welcome staff into their play when they are respectfully asked, 'can I come and play with you?' As each child leaves, the remaining children shout a hearty 'goodbye' to their friends. Children's faces light up as they are made to feel valued and emotionally secure.

Children's behaviour is good. During very minor disagreements staff talk to them in a calm and constructive manner. This helps to promote their social and emotional well-being. Children learn to compromise and share resources fairly and to take turns. They display positive attitudes to learning and help themselves to resources and decide which activities to do.

What does the early years setting do well and what does it need to do better?

- The manager is a strong leader who is keen to ensure the best possible outcomes for children. She works with the local authority and invites parents to contribute to the vision for ongoing improvements. Staff comment that they feel supported and do not feel over-burdened by pre-school work.
- Overall, the learning environment is thoughtfully planned to stimulate children's curiosity and imagination and deepen their knowledge. Staff provide parents with information about limiting children's screen time and the use of the internet. However, there are limited resources for children to extend their skills in using technology.
- Staff are kind and consistent role models to children. They warmly praise them and value their ideas and achievements. Staff help children to express their emotions and learn to be tolerant of others. They skilfully reinforce and establish clear routines and boundaries.
- Staff help children to adopt healthy lifestyles. For example, together they sing a handwashing song and children know that they need to wash their hands before eating. Staff provide children with healthy snack choices such as bananas and raisins. Children sit and socialise well with their friends and staff at snack and mealtimes. This may be an opportunity that some children may not experience, and it helps to develop their social skills.
- Staff provide an engaging curriculum that helps children learn and develop new

knowledge and skills across all the areas of learning. Staff aim to provide activities that build on children's interests and support individual needs. For example, children ask if they can wash the dolls. This request is noted and planned within a future session. This helps children build the skills they need for their future learning, including starting school.

- Staff support and encourage children to be confident communicators. They talk to them about what they are doing and ask questions that prompt conversation. Toddlers and older children are articulate and eagerly engage in singing. Children share stories from home. For instance, they eagerly recall a time when daddy was a magician.
- The manager thoughtfully uses additional funding to enhance children's learning and development, for example, by inviting in external sports coaches and dance teachers. This helps children to develop their physical skills.
- Staff have developed strong relationships with parents. This helps to create a consistent approach to support children's learning. For example, parents are encouraged to extend learning at home by borrowing 'book bags'. Children thoroughly relish the opportunity to take home the 'weekend book' and then share their experiences with their peers. Parents speak highly of the pre-school and the care their children receive.
- The manager supports the small, qualified staff team in their roles through staff meetings and one-to-one supervision meetings. There is, however, scope to further raise the quality further through a greater focus on teaching and learning in staff's continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of the possible signs and symptoms of abuse. Furthermore, they know how to make a referral if they are worried about a child. The manager tests staff knowledge of safeguarding with questionnaires. This helps to embed their understanding of how to keep children safe. The manager follows good recruitment procedures to help ensure the suitability of staff. Staff undertake daily checks of the premises and equipment to help keep children safe and secure.

What does the setting need to do to improve?

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

- increase opportunities to support and enrich children's experiences with technology
- develop staff supervision and coaching even further to raise the quality of teaching to the highest possible level.

Setting details

Unique reference number	EY358316
Local authority	Leicestershire
Inspection number	10064476
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	14
Name of registered person	Peter Pan Pre-School Fleckney Committee
Registered person unique reference number	RP527126
Telephone number	07847 540866
Date of previous inspection	6 November 2015

Information about this early years setting

Peter Pan Pre-school Playgroup registered in 2007. The pre-school is in Fleckney, Leicester. It opens Monday, Wednesday and Friday term time only. Sessions are from 8.30am until 3pm. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum with the manager and staff.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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