

# Inspection of Peter Pan Preschool Nursery

St Thomas Church, Littlewick Common, Knaphill, Woking, Surrey GU21 2JZ

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Inspection date: 12 February 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children attending this setting have excellent quality experiences to extend their creative thinking. The staff provide many activities to encourage children to give a task a go and to become involved and engaged. This encourages the children to be motivated to learn even further.

Mathematics teaching is exceptionally strong. Children count and recognise numbers, shapes and measures extremely well. They use the language of mathematics freely and spontaneously in their play. Knowledgeable and skilful adults know when the best time is to observe and when to intervene. They have created an environment that is stimulating and very inviting. Parents feel welcomed and equal partners in their children's learning as they attend evenings where they learn how they can best help their children learn at home.

Children use technology inside and outdoors. When digging in the mud they use metal detectors to find treasure and then walkie talkies to tell the staff inside about their findings. They show great independence at the snack table as they choose their fruit and cut it with knives. They show great skill taking off and putting on their outdoor all-weather clothing, making the access to free-flow play a great success. Children's behaviour throughout is exemplary and this is praised and encouraged by the staff team. Staff know the children extremely well and they are the very best role models. They teach children to appreciate the awe and wonder of the natural world, and during the forest school session, children experience opportunities for risky play and natural outdoor challenges with inspirational leaders.

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

- The focus on children's creative thinking is very strong. Children choose activities for themselves and show high levels of engagement. For example, they build models using yogurt pots and other materials. They use lots of runny glue to attempt to stick it all together. Children do not give up when it topples, but instead take advice from the knowledgeable adult who has been waiting for the right moment to intervene.
- Links with the wider community, such as the local gallery art project, give creative inspiration and many learning opportunities. Currently the children are exploring a windmill art installation and being fascinated by spinning toys.
- Staff share their love of the creative arts with a local senior living setting. They have created a joint art project for the community, of which they are rightly very proud.
- Children have opportunities to learn new vocabulary because staff meticulously plan exciting and ingenious activities to support this area of development.

- The manager is passionate and enthusiastic that children should be given the opportunity to be creative thinkers and this is at the heart of their very strong and balanced curriculum.
- The manager uses self-evaluation and research extremely well to focus on areas for future development. For example, the manager highlighted that more mathematics could be used outside. Staff have been provided with easy to reach resources such as string and measuring tape, to further improve mathematics teaching in the outdoor area. Children are using the language and vocabulary of measuring much more.
- Regular appraisals support the staff's well-being and they feel very well supported and valued.
- The curriculum has a strong focus and is implemented with passion. The impact on the children is that they have a very rich learning environment.
- Forest school encourages not only physical development, but also encourages creative thinking in the most exciting of ways.
- Children show excitement at the natural world and this is celebrated by the very skilled staff who understand the importance of this to the children. For example, when a robin hops down, children are excited and wonder if he is the same robin they saw earlier. Between themselves they talk about how big the bird is and how he moves his head. When another robin lands, they become even more excited and continue their discussion about which one they may have seen earlier, concluding that it could be either. Staff throw small pieces of cheese to keep the birds in place and allow the children's discussions to take place.
- Children are attentive, wait and take their turn to use resources. As they wait they watch their friends play and become fascinated, using the other children's ideas as inspiration to add to their own play and extend their thinking and knowledge.
- Where children attend other settings, the staff work together to provide excellent and seamless support in order to achieve the very best outcomes for each child.
- Children are exceptionally well prepared for the next stages in their learning, including starting school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and are regularly challenged with quizzes to ensure their excellent knowledge and understanding of safeguarding children and the 'Prevent' duty are up to date. The manager uses regular supervision meetings with the staff, and staff meetings, to ensure that any changes to legislation or policy are discussed and understood. During the session, staff are deployed to support the needs and interests of the children and to keep them safe in their play. Children are given numerous opportunities to assess simple risks for themselves, especially when accessing the forest school activities and when using the woodwork tools.

## Setting details

<b>Unique reference number</b>	120155
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10128552
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Lewis, Susan Jane
<b>Registered person unique reference number</b>	RP511972
<b>Telephone number</b>	01483 799838
<b>Date of previous inspection</b>	18 January 2016

## Information about this early years setting

Peter Pan Preschool Nursery registered in 1994 and is situated in Littlewick Common, Woking. The pre-school is open Monday to Thursday from 9.15am to 2.45pm and on Friday 9.15 to 12.15 pm, during term time only. The forest school sessions run for the nursery children during the morning session. The pre-school is registered to receive funding for the provision of early education for children aged two, three and four years. There are nine members of staff; of these, eight have relevant childcare qualifications at level 2 or above. One member of staff has early years professional status and one has early years teacher status. The nursery has achieved accreditation through the Surrey County Council Early Years Quality Assurance Scheme.

## Information about this inspection

### Inspector

Louise Kirby

## Inspection activities

- The inspector observed the quality of teaching and learning inside and outside.
- The inspector spoke to parents to gain their views of the pre-school.
- During the learning walk of the pre-school, the manager explained how the curriculum is implemented.
- The inspector spoke with staff about their knowledge of their responsibility with regard to safeguarding children.
- The inspector scrutinised relevant documents.

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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