

Inspection of Peter Pan Playgroup

The Community Centre, 41 High Street, Sileby, Loughborough, Leicestershire LE12 7RX

Inspection date:

22 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the playgroup and show excitement as they enter the building. They communicate clearly to the inspector that they are looking forward to 'playing' or 'painting'. They say goodbye to parents and walk confidently into the playgroup, independently hanging their coats up and placing their drinks on a tray. Children play enthusiastically with activities that are familiar to them. For instance, they roll and cut dough shapes with cutters and roll toy cars in paint. While children enjoy the activity, some can do it with ease and they quickly lose interest. Some learning experiences are not adapted to build on what children already know and can do in order to consistently challenge and broaden their knowledge and skills.

Children readily go to their key worker for a cuddle, displaying strong attachments. Older children are confident. They play with their friends and say 'come on guys' to encourage others to join in with their play, showing strong relationships. Children are encouraged to make choices. They decide when to eat their snack and they identify from pictures of resources which activities they would like to play with. Children use expressive words, such as 'gigantic', to describe shapes that they have made with the dough.

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

- The quality of the learning experiences that children receive varies. For example, while some children enjoy rolling cars in paint, others very quickly lose interest due to the lack of challenge provided by the activity. Some children play on their own quite happily, but at times wader aimlessly when staff do not notice their need for better interaction. Children learn more when supported by those staff who effectively use opportunities to extend children's knowledge during play.
- Provision for children with special educational needs and/or disabilities is effective. The special educational needs coordinator works with staff and other agencies, as needed, to implement an appropriate curriculum. Through one-to-one support, these children receive high levels of interaction and support to extend their play.
- Staff encourage children to practise their physical skills and develop strength and coordination. They use small movements to move around and pick up grains of rice, and use large movements when chalking on the walls. Children are confident and enjoy exploring the outdoors and the large space in the hall. They run, throw balls with control, and steer and manoeuvre go-karts.
- Staff provide information to support parents to provide a healthy lunch for their children. Staff sit with the children at lunchtime and model expectations. Children are being supported to be independent during mealtimes. For example, they take the lids off their yogurts and pour their own drink. This is a pleasant,

sociable time, when children learn to be polite and use manners.

- Staff manage behaviour positively. For example, they encourage children to share toys with their friends. They offer sensitive support to children. For instance, when a child throws rice around the room, a member of staff helps them to understand that it is not appropriate and they clean up together.
- Staff know their key children's interests and what activities they enjoy, and they allow children to lead their own play. However, staff are not consistently obtaining information from parents about what children already know and can do when they start at the playgroup. In addition, they are not using what they know about children to build on their learning during play activities well enough in order to provide challenge and breadth of learning for all children.
- Staff report that they are happy in their role and enjoy working at the playgroup. Leaders are considerate of staff well-being and staff are able to request to attend a training course. However, there is not an effective system in place to identify strengths and areas for improvement in staff practice and to bring about improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify the signs and symptoms that may indicate that a child is at risk of harm. Staff know to report any concerns to the designated safeguarding lead and, if necessary, child protection agencies. Leaders implement a policy to ensure safe recruitment of staff. The premises are safe and secure. Children are kept safe while playing in the playground. For example, staff erect a temporary fence to keep children secure while outside. Staff provide information to parents to support them to keep children safe when using technology.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan an ambitious, well-sequenced curriculum that meets the learning needs of all children, is suitably challenging, and broadens their knowledge and skills	05/04/2022
ensure information about what children already know and can do, including knowledge they have when they join the setting, is used effectively to shape teaching and learning experiences for each child	05/04/2022

put in place effective arrangements for staff supervision that provide support, coaching and training for staff, to foster continuous improvement that promotes the interests of children.	05/04/2022
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Setting details

Unique reference number	226288
Local authority	Leicestershire
Inspection number	10138552
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	60
Name of registered person	Jelley, Judith
Registered person unique reference number	RP908766
Telephone number	07742 146979
Date of previous inspection	9 September 2015

Information about this early years setting

Peter Pan Playgroup registered in 1972. The playgroup employs eight members of childcare staff. All hold an appropriate early years qualification. The playgroup opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Butters

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector about what they like to do when they are at playgroup.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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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