

Inspection of Peter Pan Pre-School

Tye Green Community Centre, Tilegate Road, Harlow, Essex CM18 6LU

Inspection date: 21 June 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Leaders have taken swift action to address the weakness identified at the last inspection. This has had a significant and positive impact on the overall quality of the provision.

Children arrive eager to enter pre-school ready to play. They show that they understand how to behave. Children sit sensibly and join in with the morning welcome session. They enjoy finding their name and picture on the board as part of their daily registration. Children behave well throughout their morning. They listen when staff and other children speak to them. They are kind and learn to share the toys with their friends. Staff support children well with taking turns. They make good use of sand timers which show children when their turn ends. Children appreciate the consistent and fair approach.

Children love to learn outside in the attractive garden. They check the strawberry plants to see if any fruit are ripe. Children know that the small green strawberries need more time in the sun before they can be picked for eating. Children have good independence skills. They show that they are responsible and can manage small tasks, including clearing their cup and plate after eating their snack.

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

- Leaders with responsibility for checking that all requirements are met have a good understanding of the 'Statutory framework for the early years foundation stage'. Clear policies and procedures are in place to guide staff in carrying out important safeguarding activities. Staff make sure to follow up any children who do not attend when expected. They check with families that all is well, offering support and guidance where it is needed.
- The manager and staff understand what children need to learn and how they can help them to practise their skills. Children use scissors with increasing skill and confidence. For example, they make paper toothbrushes as part of their learning about looking after their teeth.
- Staff support children to develop their thinking skills effectively. They offer children simple explanations and give clear instructions. When asking questions, staff give children time to think and to share what they know. Children eagerly participate in group activities, listening to staff and joining in with action songs.
- Staff focus on helping children to learn and use new words. They make good use of singing and stories to help children remember familiar tales and rhymes. Children frequently choose books to share with staff. Some staff help children to communicate by using sign language or with picture cards. However, these strategies are not consistently applied.
- Staff know the children well. They plan experiences based on what they know

from their observations of the children in pre-school and from those shared by parents and carers. Staff help children to gain skills that will help them prepare for the next stage in their education. For example, children learn how to hold a pencil correctly so that they can easily make marks on paper. This helps them to develop the muscle control that they need for writing.

- Children are good at using what they know in their play. They talk to staff about their experiences at the hairdressers and use brushes to style the hair of the dolls in their pretend hair salon. Children are delighted when staff let them brush their hair. Children are gentle with the brush and keep up a stream of chat, similar to a real salon.
- Staff have a very good understanding of child development. They recognise when there are gaps in children's learning. They work closely with parents and other professionals to make sure that children get any additional help they need. Staff plan for individual children precisely. This ensures they have every opportunity to gain knowledge and skills and helps them catch up with any learning they may have missed. However, occasionally some experiences do not have the necessary resources immediately available.
- Parents describe staff as 'brilliant'. They say they have seen improvements in children's behaviour, speech and ability to get along with others since they started attending the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the staff team have secure safeguarding knowledge. All members of the staff team attend training and read the policies and procedures. The manager ensures staff keep important safeguarding knowledge up to date. Staff understand their responsibilities to monitor and report any concerns about children's well-being to the local safeguarding partnership. They are aware of wider safeguarding issues, including the 'Prevent' duty.

What does the setting need to do to improve?

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

- support staff to consistently use the variety of approaches available to them to support children's emerging communication skills
- review the organisation of activities to ensure they offer the appropriate level of challenge and have the necessary resources available for children.

Setting details

Unique reference number	403444
Local authority	Essex
Inspection number	10225821
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	Tye Green Community And Leisure Assn Committee
Registered person unique reference number	RP524059
Telephone number	01279 866121
Date of previous inspection	27 January 2022

Information about this early years setting

Peter Pan Pre-School registered in 2001. The pre-school employs five members of childcare staff and an administration manager. Of these, all hold appropriate early years qualifications at levels 3 or 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Reeves

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager and the inspector discussed how the provision for children's learning is organised. The inspector observed interaction between staff and children indoors and outside.
- The manager and the inspector observed a planned activity and the impact this had on children's learning.
- The inspector spoke to parents and carers who use the setting and considered their views.
- The inspector reviewed evidence of qualifications and suitability of staff working at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022