

Inspection of Peter Pan Pre-School

King Edward Centre Annexe, King Edward Road, CHATTERIS, Cambridgeshire PE16 6NG

Inspection date: 7 December 2022

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

Children enjoy attending this warm and nurturing setting. They arrive happy and are enthusiastic to learn. Children develop warm relationships with all the staff, who are attentive towards their needs. Staff support children's behaviour and make them aware of expectations in the setting. Children follow instructions well and quickly tidy up their toys before mealtimes. Staff gently remind children about sharing and taking turns. As a result, they learn how to play cooperatively with their peers.

Children are curious learners and enjoy spending time outside. They develop their physical skills as they independently walk across balance beams and manoeuvre cars around the garden. Children have developed a love for books. They join in with familiar phrases as the staff's animated storytelling captivates their interest and brings the story to life. Mathematics is well embedded into the curriculum. Children are encouraged to count how many bricks they have as they build towers with their peers. They develop good levels of independence and enjoy sharing their accomplishments. Children dress themselves and take delight in showing adults how they can do their zips up on their coats. This supports children to be well prepared for the next steps of their education.

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

- Children explore the rich learning environment and readily take part in a wide range of activities. For instance, children enjoy making their own play dough as they enthusiastically follow a recipe. They confidently measure the ingredients that they need and identify when they need more flour as they discuss the play dough is 'sticky'.
- Partnerships with parents and other professionals are well established. There are effective systems in place to support children and families with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) works closely with parents and other professionals to ensure children have access to high-quality education and achieve positive outcomes.
- Children make great progress in their learning and development. Staff observe and track children's progress and share this with parents online and during key-person meetings. They make regular assessments of children's development to ensure they are hitting their developmental milestones.
- Children learn about the importance of physical exercise and how it leads to a healthy lifestyle. They understand hygiene practices. They confidently wipe their noses, and they wash their hands before eating. Staff discuss with children what food is good for them and the importance of a balanced diet. Children learn about the importance of good oral health. For instance, they role play dentists

and learn how to brush their teeth correctly.

- Parents speak highly of the setting. They comment that the staff are friendly and approachable and understand their children's individual needs. Parents discuss that there is a strong key-person system. They feel well informed about what their children are learning and are provided with information to help support their children at home.
- The management team is passionate about providing a supportive setting for children and their families. There is a high priority on supporting staff's professional development to maintain the quality of education available to children. Staff have regular supervision meetings with the manager. This helps to support staff's practice and professional development and identify any additional training needs. Staff enjoy working in the setting and comment that they feel well supported in their roles.
- Children benefit from good-quality interactions from staff. However, on occasions, staff do not look at ways to further extend children's learning to enhance their development. For example, when children are exploring in the mud kitchen, staff do not effectively question the children and introduce new knowledge. This limits the challenge for children when they are ready for more extension in their learning.
- Staff provide a language-rich environment and engage children in meaningful conversations. They understand the importance of supporting children's communication and language development. They swiftly identify when children need additional support and provide one-to-one sessions to help them make excellent progress. Children who speak English as an additional language make great progress in their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in protecting children from harm. They recognise different signs that may indicate that a child's welfare is at risk and know how to report any concerns to the relevant safeguarding agencies. The manager and staff attend child protection training. They keep their knowledge refreshed so that they can safeguard the children in their care. Staff deploy themselves effectively and do regular checks of the environment to help ensure that it is safe for children. The manager works closely with other agencies to support children and their families. They follow robust procedures when recruiting new members of staff.

What does the setting need to do to improve?

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

- support staff members to provide further challenge to children during activities

to fully extend the quality of children's learning experiences.

Setting details

Unique reference number	221860
Local authority	Cambridgeshire
Inspection number	10234368
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	26
Number of children on roll	29
Name of registered person	Peter Pan Playgroup Committee
Registered person unique reference number	RP902026
Telephone number	01354 693432
Date of previous inspection	16 March 2017

Information about this early years setting

Peter Pan Pre-School registered in 1992 and is situated in Chatteris, Cambridgeshire. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to 3.30pm. The pre-school employs six members of staff, including the manager. All staff hold appropriate early years qualifications at level 3 or above. The pre-school provides funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection that the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 looked at a sample of relevant documentation, including staff Disclosure and Barring Service (DBS) checks, paediatric first aid and safeguarding training.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during a group activity.

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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