

# Inspection of Peter Pan Playgroup

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

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Inspection date:

18 January 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision requires improvement**

Children are eager to enter the playgroup. Staff give careful thought to supporting children to separate from their parents and carers. They lay out children's favourite toys and resources near the door where children can see them. Staff welcome the children as they arrive, and the children quickly join in with self-chosen play.

Children are developing their independence skills. At snack time, they find their own mat with their name on and serve their own fruit. They show patience as they find the hole on the milk carton where they need to push their straw in. They persevere with this task and are pleased with their accomplishment.

Children join in enthusiastically with activities, for example when listening to stories or playing outdoors. The children join others as they make marks with water on the outdoor steps and then begin to wash a car. They are respectful of the other children and ensure that if they are riding the cars, they steer them around the activities. Staff join in with children's play, indoors and outdoors, but then resort to watching the children or moving from one activity to another. As a result, children lose their focus and either remove themselves from the activity or carry on playing by themselves.

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

- The manager and staff have welcomed external support since the last inspection and have taken steps to improve the provision. The manager recognises the importance of monitoring the performance of staff to be able to offer appropriate support and coaching. However, the revised systems are in their infancy and are not yet driving the necessary improvements to the quality of teaching.
- Staff provide effective support to help children to settle into the playgroup and as they move from one age group to another. Parents and carers express how positive the support is from staff. They comment on how much their children enjoy attending the playgroup.
- There are effective procedures in place for the progress check for children at age two. Staff share information with parents and carers so they know what to expect, and they encourage them to share this assessment with the health visitor. Staff ensure that they gather feedback from the health visitor check to identify any support needs for children.
- Staff have developed a new curriculum. They include activities or experiences that children may not have engaged with, such as setting up the role-play area into a hairdressers. However, there is too much of a focus on the activities and resources and not enough focus on the knowledge, skills and understanding they want children to achieve in order to ensure they gain the skills they need

for their future learning.

- Staff have warm and friendly interactions with the children. However, the quality of support for learning is variable. Children are keen to join in when a member of staff delivers an activity with a parachute. She maintains a good pace and length to sustain children's engagement. The member of staff guides children to make different large-muscle movements. She uses mathematical language to indicate the speed of the movements and gives instructions to introduce and check children's understanding of prepositions. Other activities are not as successful in supporting learning. As children play with the play dough, staff initially engage in their play and model how to roll and stretch the dough. However, the staff allow themselves to be distracted, and the children disengage from the activity.
- The special educational needs and disabilities coordinator implements appropriate strategies to focus support for children. She is knowledgeable about the referral processes to external agencies, and she is supportive in helping parents and carers with this. This ensures that children receive the coordinated and consistent support they need.
- Staff share useful information with parents and carers. Parents and carers talk highly of the information they receive about future activities and what their children have been learning. Staff also provide specific information that parents and carers can implement at home. For example, they have recently shared information about internet applications and programmes that children are watching, to ensure children's safety.
- Staff provide a regular update of children's stage of development and what they are learning next to share with other settings that children attend. However, they do not follow this up to gather the other setting's assessment, so that they can ensure they are providing consistent support.

## Safeguarding

The arrangements for safeguarding are effective.

Staff regularly refresh their knowledge of child protection. This ensures that they have an up-to-date understanding of different types of abuse and how to manage concerns. Staff are confident with the process they must follow should they have any concerns about other staff. Staff manage the safety of the shared building well. They ensure that no one can enter the areas they are using, the main door is secure and children are constantly supervised while using the toilet or playing outdoors.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that the curriculum clearly identifies the knowledge, skills and understanding that children are expected to achieve	18/06/2023
improve the quality of staff interactions to support children's engagement and help them to build on what they already know and can do	18/06/2023
ensure that the supervision of staff identifies weaknesses in practice, and provide appropriate support to drive improvements to the quality of teaching.	18/04/2023

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

- develop partnerships with other settings that children attend to ensure that there is consistency of support for their learning and development.

## Setting details

<b>Unique reference number</b>	226288
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10231554
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Jelley, Judith
<b>Registered person unique reference number</b>	RP908766
<b>Telephone number</b>	07742 146979
<b>Date of previous inspection</b>	22 February 2022

## Information about this early years setting

Peter Pan Playgroup registered in 1972. The playgroup employs seven members of childcare staff, six of whom hold an appropriate early years qualification. The playgroup opens from Monday to Friday, during 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

Justine Ellaway

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector carried out joint observations of indoor and outdoor activities with the manager.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs and disabilities coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to 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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