

Inspection of Peter Pan Preschool

Market Road, Wickford, Essex SS12 0AG

Inspection date:

8 February 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

There are weaknesses in the leadership of the pre-school, although, the impact of these on children is minimal. Children enter the vibrant and exciting pre-school environment confidently. They wave goodbye to parents and carers as welcoming staff greet them at the door. Children begin developing their independence skills from the moment they start their day. They place their belongings on a peg and register their attendance by finding their names. Staff are on hand throughout to support all children to develop these skills. Once children are settled, they quickly engage in learning of their choice, either indoors or in the superbly presented garden. Here, they explore and experiment in all kinds of weather. For example, children gather leaves and twigs from the bushes in a large bowl and add just the right amount of water from the water butt to make delicious pretend soup. They seek out plastic animals and pour water from one container to another in the water tray, where the water has been heated to protect their hands on a cold and icy day.

Children are kind and caring towards each other. They understand the pre-school rules. For instance, when staff draw their attention by calling 'hands in the air', children raise their hands and stand quietly to listen for the next instruction. Those children with special educational needs and/or disabilities (SEND) are extremely well supported to ensure that their pre-school experiences are purposeful and inclusive.

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

- The pre-school committee has failed to ensure that all trustees have been fully vetted through Ofsted's processes. Although they fulfilled their responsibility to inform Ofsted of new trustees, they did not ensure that the process was completed to assure their suitability. The impact of this on children is minimal, as these people do not have any contact with children and are not involved in the management of staff. They do not have access to staff or children's personal information.
- In addition, the committee are not able to provide evidence that effective suitability checks have been carried out on staff, as some of the relevant documentation required for this is not on site. The committee and manager are aware that there are some weaknesses in the leadership and are working towards strengthening their knowledge and procedures.
- Parents speak very highly of the staff and manager. They comment on how well their children are developing. Parents of children with SEND state that their children receive good care and that the staff know their children well. They comment that the manager shares her expertise to help them to access funds and seek other support for them to manage their child's needs effectively.

- Staff recognise the children's differing abilities and use this knowledge to provide appropriate learning spaces and experiences. For example, when a new cohort of children enter the pre-school, who appear to need to be physical and run, staff arrange furniture and low-level storage to create a physical area, where children can play safely in this way. Once the children have settled into the pre-school routine and no longer need this, the furniture can be moved around again to create a more open space.
- The pre-school manager and staff make good use of additional funding awarded for individual children. They assess the child's needs well and provide physical resources, where appropriate, to enhance their learning. They also use it to fund one-to-one support to help the children to integrate and get the most from their pre-school experiences.
- Those children who can, sit attentively to listen to a story at the end of the pre-school day. Staff read the story enthusiastically, pausing at appropriate places to encourage children to answer questions about what they think will happen next. Those children who find it difficult to sit for such group activities, are encouraged to continue exploring the pre-school with their support adult. This helps to ensure that all children's needs are met during large adult-led activities.
- The manager and staff work extremely well with outside agencies to seek expert advice and teaching strategies for individual children. For example, they follow prescribed speech and language advice and ensure that parents understand the strategies, so that they can use them at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers understand their responsibility to safeguard and protect children. They know about the various types of abuse to be alert to and the signs and symptoms that might indicate that a child is being mistreated or abused. Staff know how to recognise the signs that a family may be being drawn into radical views. Staff and managers know how to report their concerns to the appropriate authority and follow the correct procedures if an allegation is made against a member of staff. Staff and managers regularly update their safeguarding knowledge, for example, through training and in-house discussions.

What does the setting need to do to improve?

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

	Due date
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ensure that Ofsted is provided with all relevant information to carry out suitability checks on committee members or trustees who form the governing body	10/03/2023
ensure that records relating to the suitability checks carried out for staff are available for inspection.	10/03/2023

Setting details

Unique reference number	EY538401
Local authority	Essex
Inspection number	10275436
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	41
Name of registered person	Peter Pan Pre-school Playgroup (Runwell) Committee
Registered person unique reference number	RP521134
Telephone number	07950623054
Date of previous inspection	7 November 2018

Information about this early years setting

Peter Pan Preschool registered in 2016. The pre-school employs 10 members of childcare staff. Of these, six hold an appropriate early years qualification at level 2 and above and the manager holds qualified teacher status. The pre-school opens from 8.30am to 3.30pm, Monday to Friday, during school term time.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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