

# Inspection of Peter Pan Preschool

Market Road, Wickford, Essex SS12 0AG

---

Inspection date:

21 November 2023

---

## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision is good**

Children are busy and active learners. They move confidently around the pre-school building, which staff organise well to meet the individual children's needs. Children are very confident and guide their own learning throughout the session. Those who learn well outdoors are provided with excellent opportunities to explore and engage in learning in the exciting and interesting garden. Children enhance their balancing skills as they manoeuvre around the wooden poles of the pirate ship. They run through and splash in big muddy puddles, some of which are created naturally and some of which are enhanced by staff spraying water from a hose. Children explore a range of sensory and natural materials, both indoors and out. Staff recognise that some children struggle with placing their hands in unusual textures. As a result, they present some covered with plastic film, so that those children can enjoy the experience at their own pace.

Children understand the setting's routines, as staff are clear about their expectations of the children. They learn from a very young age to help to clear the resources away at specific times during the day, for example before lunch. Children choose whether to tidy up to music or to sing a favourite song. When they choose music, they are able to proficiently instruct the electronic device to play the required tune.

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

- The manager and trustees have worked hard since the last inspection to improve the weaknesses identified. They understand the need to inform Ofsted of all new trustees. They have all records and required documentation on site. The manager and trustees work closely together and are continuously developing their understanding of their roles and responsibilities.
- Parents spoken to during the inspection are very complimentary of the manager and staff. They comment on how well their children are progressing and the specialist help they each receive to enable them to achieve and learn. Parents state that they feel well supported and know that they can go to their child's key person or the manager with any concerns.
- Children are superbly supported by the high number of staff present. Those needing one-to-one support are proficiently helped to engage in all activities. Staff know the children very well. They are patient and supportive and take each aspect of the child's day at the child's pace, helping those who struggle with transitions to cope.
- The manager describes the curriculum as being based on the children's interests and flexible, so that staff can adapt activities with the children's changing needs. Staff are seen proficiently implementing this, moving resources around as and when required. They are confident to bring in new and exciting resources to

capture children's interests.

- Children thoroughly enjoy exploring play with dried foods, such as oats and pasta, which they pour down a maze of guttering suspended at different levels on a clothes horse. They sieve the oats through a pizza tray and watch as it falls like snow. Staff are on hand to provide rich language to help the children to describe their experience.
- Staff and managers are very security conscious. They ensure that the inner door of the building is always locked behind anyone leaving the main room. This helps to prevent children from being able to leave the pre-school or any unwanted visitors entering. When parents, children or visitors arrive, one of the senior staff greets them and manages their entry.
- There are effective arrangements in place for the recruitment and induction of new staff to ensure that all adults working with children are suitable. The manager recognises that the addition of new staff brings new and fresh ideas, but also creates a workforce with variable teaching skills. She and the trustees are considering ways to coach and support all staff to improve the quality of teaching to a consistently high level.
- Staff converse with the children throughout the inspection. They introduce new words and encourage children to talk about their experiences. Some staff, however, are less confident about asking questions of the most able and knowledgeable children to challenge their thinking and help them to continue developing their understanding.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities with regards to safeguarding children. The setting has clear policies and procedures. New staff are required to read and understand the policies, as well as completing relevant core training to help them to develop confidence around safeguarding. Staff are very aware of the measures to take if they have concerns about a child's safety or welfare or if there are any allegations against themselves or other adults.

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

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

- strengthen arrangements for staff to learn from each other to create a consistently strong team
- develop staff's questioning skills, so the older and most-able children are effectively challenged in their thinking.

## Setting details

<b>Unique reference number</b>	EY538401
<b>Local authority</b>	Essex
<b>Inspection number</b>	10317922
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Peter Pan Pre-school Playgroup (Runwell) Committee
<b>Registered person unique reference number</b>	RP521134
<b>Telephone number</b>	07950623054
<b>Date of previous inspection</b>	8 February 2023

## Information about this early years setting

Peter Pan Preschool registered in 2016. The pre-school employs 10 members of childcare staff. Of these, five 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. The pre-school is registered to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## Inspection activities

- 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 setting.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- 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 manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023