

Inspection of Peter Pan Playschool

Eastwick Road Church Hall Keswick Road, Bookham, LEATHERHEAD, Surrey KT23
4BE

Inspection date: 29 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they come into playschool in the morning. When some children arrive upset, staff use their knowledge of children to expertly support them to settle. For instance, they reassure children and engage them in activities that capture their interest, such as playing with spinning tops and train tracks. Children readily welcome comfort from staff, and this helps them to build strong bonds with staff.

Staff have high expectations for behaviour, which they communicate well to all children. For example, staff use age-appropriate language and visual cues to let children with special educational needs and/or disabilities (SEND) know that they need to pick toys back up after a game. Children therefore understand what is expected of them and respond accordingly. This helps all children to develop an understanding of how they are expected to behave.

Children are happy and engaged in their learning. Staff skilfully follow children's interests and build on these to promote their ongoing development. For example, children are supported to develop their problem-solving skills as they enjoy working together with their friends and staff to build an assault course. Staff guide children to move around safely, which helps them learn to manage risks for themselves.

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

- The manager works in partnership with the local schools to establish what skills and knowledge children should have when they move up to Reception Year. This helps her to build a curriculum that is ambitious and prepares children for school. The manager shares what she wants children to learn with staff effectively so that they can plan for children's learning and development.
- Staff receive good support from the manager with their professional development and well-being. The manager ensures that staff have access to a wealth of training opportunities to enhance the quality of their teaching. For example, some staff have completed training to support children who speak English as an additional language in order to promote their communication and language skills.
- Staff gather appropriate information from parents, which helps them get to know the children well before they start. Staff build on this knowledge by spending time with children and observing what they know and can do. As such, staff demonstrate a secure knowledge of their key children. This enables them to plan effectively for children's learning based on their interests, which supports their ongoing development.
- Children enjoy a range of activities and experiences that promote their understanding of their local community. This includes walking to the local shops,

where children are encouraged to observe their surroundings and learn about different occupations. This helps children to make sense of the world around them.

- Staff plan activities to support the most able children to make good progress. For instance, staff organise small-group activities where children learn about feelings. This inspires children to share their own experiences that are relevant to the story. However, at times, these adult-led activities do not always ensure that all children remain fully interested and engaged. For example, on occasion, some children are unable to see the book being read, which results in them becoming restless. This does not fully support children to remain engaged in adult-led activities.
- Staff consider children's interests as they plan for children's development, which enables them to organise the learning environment to meet children's needs. For instance, when children show an interest in measuring, staff provide them with resources to follow this interest. Children enjoy building towers and seeing how high they are, which helps them to develop their mathematical knowledge.
- The manager has implemented a rolling snack time, so that children can listen to their bodies and eat when they feel hungry. Children enjoy choosing food from their lunch boxes. However, when children select unhealthy food to eat, staff do not always encourage them to choose a healthier option. This does not fully support children to develop an understanding of how to look after themselves.
- The special educational needs and/or disabilities coordinator (SENDCo) ensures that she completes relevant training to support her in her role. This enables her to implement effective strategies to support children with SEND, such as using sensory toys to promote their listening and attention skills. The SENDCo works closely with parents and other agencies involved in children's care to ensure that they receive consistent support in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and strengthen the planning and organisation of group times to help fully engage all children taking part
- support staff to offer more consistent guidance to children to help them develop an understanding of healthy food choices.

Setting details

Unique reference number	122566
Local authority	Surrey
Inspection number	10304886
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare 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 Playschool Committee
Registered person unique reference number	RP906665
Telephone number	07908 018924
Date of previous inspection	5 February 2018

Information about this early years setting

Peter Pan Playschool registered in 1992 and is based in Bookham, Surrey. The playschool is a committee-run group and employs 12 members of staff. Of these, one holds a level 6, one holds a level 4, seven hold a level 3 and one holds a level 2 qualification in early years. The playschool is open every weekday, during term time. It operates on Monday, Tuesday, Thursday and Friday from 9.10am to 2.40pm, and from 9.10am to 12.10pm on Wednesday. The provider receives funding for free early education for children aged two, three and four years old.

Information about this inspection

Inspector
Hayley Kiely

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 manager completed a learning walk of the playschool with the inspector and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The SENDCo 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.

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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