

# Inspection of Peter Pan Pre-School

The Methodist Hall, Kennington Road, Lower Weston, Bath BA1 3EA

---

Inspection date: 23 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Staff provide a warm welcome to children and families at this friendly community pre-school. They quickly establish good relationships with children and get to know them well. This enables them to identify their individual learning needs and provide interesting activities and high levels of support. For example, children enjoy looking in the mirror to identify their features. They then carefully use cotton buds to paint self-portraits. Children are eager to learn and focus well in group activities, as well as when playing by themselves. They excitedly listen to the sound of the sea in a shell and experiment with which car goes fastest as they push them down a length of guttering. Staff use effective teaching techniques to extend all children's learning and help them to make good progress from their individual starting points. They use plenty of praise and acknowledgement to motivate children and build their self-esteem.

Staff provide an attractive and safe environment, where children feel secure. Children move around with great confidence and make independent decisions, such as when to have snack. Staff ensure that there are clear boundaries and explain the importance of sharing and taking turns. Children respond positively and agree to let others use the trike they have been riding.

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

- Staff know children well. They use information from parents to establish what each child can already do when they start and then make ongoing assessments of their progress. They make effective use of this information to complete weekly planning so that they can adapt to meet children's current interests and next steps. They are also skilled at following children's lead and using their self-chosen activities to build on what they already know and can do. For example, children further develop their physical skills as they try to throw the ball through the hoop.
- Children are busy and engaged at all times. They play purposefully and confidently make choices about what to do. They develop many independent skills, such as washing up their cups and plates after having their healthy snack. Children are well behaved. They readily share and take turns and use the sand timer independently in their play. They show care and concern for others. For example, they help each other to use the bubble mixture.
- Children develop good communication skills. Staff position themselves carefully so that they are close by to encourage and extend children's conversation during play. For example, the rolling snack time provides an ideal opportunity for staff to chat to children about a wide variety of topics. Staff provide tailored support for those children who need extra help to communicate, including small-group work and using signing.

- Staff build strong relationships with parents from the outset. They visit families at home before children start to begin the process of getting to know them as well as possible. Staff share information about children's progress through an online platform and through regular discussion and meetings. Parents appreciate receiving ideas for how to support their children at home, and they give unanimously positive feedback about the pre-school.
- Leaders work well together and lead a close-knit team. There is a strong focus on involving all staff in evaluating and adapting the provision to best meet children's needs. Staff have good opportunities to attend training and implement what they learn. For example, they have changed the teaching of mathematics following recent training.
- Staff are aware of the diverse backgrounds of children who attend and describe effective measures to acknowledge these and support those who are learning to speak English as an additional language. However, they do not always put these measures in place promptly to help children and families feel as valued and welcome as possible.
- Staff interact well with children and build trusting relationships with them. They are skilled at engaging them in activities and extending their learning. For example, staff read stories with enthusiasm to encourage children's listening skills and ask questions to help them express their thoughts about what could happen next.

## **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:**

- implement existing measures more promptly to value children's diverse backgrounds and help them feel even more welcome and settled.

## Setting details

<b>Unique reference number</b>	133067
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10312257
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Peter Pan Pre-School Committee
<b>Registered person unique reference number</b>	RP523104
<b>Telephone number</b>	01225 481259
<b>Date of previous inspection</b>	25 April 2018

## Information about this early years setting

Peter Pan Pre-School is situated in Lower Weston, Bath. It opened in 1979 and registered in 1995. The pre-school is open Tuesday to Friday, during school term times, and sessions are from 9.15am until 3.30pm. There are eight members of staff. Of these, six have early years qualifications at level 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Catherine Sample

## 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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 of a small-group activity with one of the managers.
- The inspector spoke to several parents during the inspection and took account of their views.
- The managers 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 2024