

# Inspection of Peter Pan Pre-School

Methodist Church, Winchester Road, Chandler's Ford, Eastleigh, Hampshire SO53 2GJ

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Inspection date: 4 July 2024

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

The governance of the pre-school and leaders do not take appropriate action to safeguard children. For example, the governance failed to update Ofsted on changes to the committee, safe recruitment procedures are poorly implemented, child protection referrals are delayed and those responsible for the oversight of safeguarding are not confident or trained to fulfil all aspects of their role. However, some staff do know their responsibilities to safeguard children.

Despite these breaches in requirements, children are happy and show an eagerness to learn. Children with special educational needs and/or disabilities are provided with the support they need to access the well-resourced educational environment, inside and out. Staff nurture and celebrate children's uniqueness and achievements. For example, when children successfully peel and cut vegetables, staff are on hand to recognise their developing skills. Children are proactive learners and show interest in activities on offer to them. Staff have high expectations for all children's behaviour and learning.

Children confidently talk with one another. They share their play ideas, take turns with resources and develop problem-solving skills when they build creations in the sand pit and create masterpieces in the art station. They develop good vocabulary through storytelling and are well supported by communicative staff. Staff recognise the importance of children exercising their core strength and hand-eye coordination to support their pre-writing skills. They provide opportunities for mixing heavy ingredients, for instance, as children make mud pies.

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

- Vetting procedures for staff are not robust. Those who have responsibility for checking the suitability of staff have not followed procedures correctly. This does not ensure children's safety.
- The pre-school governance has failed to provide leaders with the full training that is required to fulfil the role of designated safeguarding lead. This has led to breaches in the safeguarding requirements and policies and procedures not being followed. This does not sufficiently ensure children's safety and welfare.
- The members of the committee who make up the pre-school governance have changed, and these changes have not been notified to Ofsted. Ofsted has not been provided with the information needed to carry out required suitability checks. The committee has also failed to fulfil their role in monitoring that the early years requirements are met, resulting in breaches of the safeguarding requirements.
- Leader's intentions for children's learning are successfully communicated and are implemented well. The newly appointed manager has a good understanding of

aspects of practice that work well and areas for development.

- Staff understand how children learn best and capture spontaneous learning moments well. For example, children are energised when making and throwing paper aeroplanes. They figure out whose goes the furthest. Staff's quickness to introduce mathematical concepts extends children's play well.
- Staff feel supported by leaders and value the feedback they receive. Although, leaders meet with the staff regularly to discuss their roles and responsibilities, specific feedback is not fully effective in all areas. This prevents staff from feeling completely confident to deliver the ambitious curriculum and support children's progress fully.
- Staff develop strong relationships with children and their parents from the moment children start at the pre-school, fostering good partnerships with parents. They provide settling-in sessions that are tailored to each individual child's needs. This helps children feel safe and secure. Children have many opportunities to develop their independence and physical skills. For example, they persevere when using pedals to ride bicycles and are proud to share their achievements. Parents comment that their children have developed great independence skills in self-dressing and toilet training, and they are appreciative of the pre-school, stating nothing is ever too much trouble.
- Staff support children to understand how to keep themselves and others safe. Children take part in daily risk assessments to help ensure their environments are safe. They are proud to take on this responsibility, including checking the toilets are clean and ready to be used. This safety awareness continues during play as they remind each other how to be safe when riding bicycles and when using knives to prepare their snacks and chop vegetables.
- Staff have high expectations for children's behaviour. Children show kindness and respect for one another. They are comfortable to seek an adult for help and reassurance when disagreements occur, and when they are unable to manage these themselves. Staff have recently attended training to understand more about expected behaviour. This has had a positive impact. For instance, when children have a desire to throw, staff redirect them to objects that can be thrown, such as balls.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## 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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implement robust vetting procedures to ensure all staff are suitable, and remain suitable, to work with children	05/07/2024
ensure that staff with lead responsibility for safeguarding have a secure knowledge and understanding of how to identify and respond appropriately to signs of possible abuse or if a child could be a risk of harm	25/07/2024
implement safeguarding policies and procedures, which are in line with the relevant local safeguarding partnership, with regard to taking prompt action when there are safeguarding concerns about a child	11/07/2024
ensure that Ofsted is provided with the information needed to complete the required suitability checks on new committee members	11/07/2024
ensure that those who make up the committee have a clear understanding of their roles and responsibilities, including monitoring that leaders can fulfil their roles.	25/07/2024

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

- monitor staff practice more closely to identify when staff would benefit from further guidance to refine and extend their teaching.

## Setting details

<b>Unique reference number</b>	EY433855
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10351003
<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>	52
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Peter Pan Pre-School Committee
<b>Registered person unique reference number</b>	RP530974
<b>Telephone number</b>	02380 271536
<b>Date of previous inspection</b>	26 September 2018

## Information about this early years setting

Peter Pan Pre-School opened in 1969 and re-registered in 2011. The pre-school is open during term times. On Monday, Wednesday and Friday it opens from 9am to midday, with a lunch club available until 1pm. On Tuesday and Thursday it opens from 9am to 3pm. They are in receipt of funding for the provision of free early education to children aged two, three and four years. There are seven members of staff, six of whom are qualified at level 3.

## Information about this inspection

### Inspector

Hayley Doncom

## 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 and manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and safeguarding documentation.
- A leadership meeting was held with the inspector and manager.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.

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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