

Peter Pan Pre-School

Vista Field Childrens Centre, Middle Park Avenue, London, SE9 5SD



Inspection date

7 May 2015

Previous inspection date

15 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The range of activities and opportunities available does not fully enable children to extend their play and learning successfully. Staff do not effectively address children's individual needs and stages of development. This does not support children to make the best possible progress in their learning and development.
- Staff do not keep parents consistently informed about their children's progress and development so they can comment and provide additional, relevant information. This does not enhance consistency for children's learning.
- Staff do not effectively observe children on entry to the pre-school. This means that staff do not use children's prior skills, interests and knowledge to inform planning. This does not enable staff to meet children's development needs straight away.

It has the following strengths

- Children generally enjoy their time at the nursery and most are making satisfactory progress in all learning areas.
- Staff prepare children well for the next stage in their lives, as they help children to develop good personal hygiene and social skills.
- Staff provide outdoor play opportunities for children throughout the sessions. As a result, children benefit from being in the fresh air and learn new physical skills.
- The manager and staff work well as a team. They support each other and share new ideas and current practices at meetings.
- Staff use an appropriate self-evaluation system to identify areas that need improvement.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by extending children's learning experiences, by taking into account the individual needs and stage of development of each child and by considering planning activities to further support children's progress and next steps in learning.

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

- improve the partnership with parents by ensuring they receive all relevant information about the care and development of their child
- gain further information on children's skills, knowledge, understanding and interests on their entry to the pre-school.

Inspection activities

- The inspector talked with the provider, manager and members of staff.
- The inspector observed and talked to the children and carried out a joint observation with the manager.
- The inspector sampled records and documents.
- The inspector spoke to parents to gain their feedback about the pre-school.

Inspector

Mary Vandeppeer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff do not provide consistent learning opportunities for children because the quality of teaching is not always effective. There are times when staff fully engage children in activities outdoors. For instance, children enjoy water and sand play and they learn about quantity and discover what objects float well in the water. Puddles of water mean children can make footprints and they can see the difference in their foot sizes. Mark making resources are available but staff do not always extend children's skills, for example, by enabling them to use them in everyday scenarios. Children enjoy using the role play resources to act out what they experience at home and what they see around them. This promotes their imaginative skills. Staff interact well with the children and give their speech and listening skills appropriate attention. Some children are progressing satisfactorily in all areas of learning. However, this is difficult to monitor effectively because the observation, planning and assessment systems staff use are inconsistent.

The contribution of the early years provision to the well-being of children is good

Children settle well and are happy as the consistent staffing team means that they know the adults well and look to them for comfort and guidance. Staff are good role models and children's behaviour reflects this. Staff provide balanced and nutritious snacks, with water and milk to drink. This means that children are learning about what foods are healthy. The staff give good attention to children's safety, well-being and welfare needs. For example, staff practise the emergency evacuation procedure regularly and also with new children. Staff carry out risk assessments and they note and action any potential hazards.

The effectiveness of the leadership and management of the early years provision requires improvement

The management team reviews the system to observe, assess and plan for children progress. However, the monitoring and following up on children's next steps in learning are inconsistent, which means that some of the information regarding their progress is not always clear. Therefore, children do not always make good developmental progress. Staff have a good knowledge of the process to follow if they have a concern about a child in their care. This helps to ensure that children remain safe. Appropriate recruitment and ongoing suitability procedures help ensure staff are suitable. Staff can sometimes take advantage of training and short courses to improve their knowledge of how children learn and develop. There are opportunities for parents to speak with the manager or key person when picking up their children. Staff do not regularly share or exchange information regarding children's progress and development with parents. This does not fully support consistency in children's learning. However, parents report that they are pleased with how the pre-school provides learning and care for their children.

Setting details

Unique reference number	EY474277
Local authority	Greenwich
Inspection number	984066
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	25
Name of provider	Pre-School Learning Alliance
Date of previous inspection	15 July 2014
Telephone number	02088599507

Peter Pan Pre-School registered in 2014. It is owned by the Pre-School Learning Alliance and is located within a children's centre in Eltham, in the London Borough of Greenwich. The pre-school is open Monday to Friday, from 9am to 12 noon, and 12.30pm to 3.30pm, term time only. The pre-school is in receipt of funding for free early years education for children aged two. The provider employs three members of staff, all of whom hold appropriate early years qualifications from level 3 to degree level.

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