

Peter Pan Preschool

Market Road, Wickford, Essex SS12 0AG



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| Inspection date | 7 November 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision is good

- The manager and staff are enthusiastic and work well together as part of a friendly and motivated team. There is an ongoing commitment to raising standards and delivery of the highest-quality provision for children and their families.
- Partnerships with parents are a key strength. Staff forge close links with parents and keep them well informed about children's development and well-being. Parents praise the staff team highly for the care and attention they give their children.
- Staff are caring and kind and form good relationships with children. They are happy, and settled and confident to explore the activities and environment, indoors and outside. Children demonstrate a real sense of belonging.
- Staff value children's play. They plan interesting and stimulating activities that are rooted in children's interests and build on what they already know.
- Staff support children who have special educational needs and/or disabilities very well. For example, they work closely with other professionals and implement specific activities that enable children to make good progress in relation to their starting points.

It is not yet outstanding because:

- Sometimes, staff overlook opportunities to extend children's thinking skills to higher levels.
- The manager has not fully implemented ways to raise staff knowledge and the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- strengthen professional development opportunities to help raise the quality of staff practice to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm understanding of a wide range of safeguarding issues, including the procedure to follow to report concerns. Recruitment processes are robust and help to assure the suitability of adults working with children. Staff receive regular safeguarding training and updates, further supporting them in their roles. Staff feel supported and valued by the manager. Self-evaluation is effective. The manager involves her staff team and parents to reflect on the quality of the provision and drive continuous improvements. Parents speak highly of the staff team, describing them as, 'Friendly, caring and very approachable'.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They use their observations and assessments of children's development to plan interesting activities that engage them effectively. Staff respond well to children's choice of activities, moving between the indoor and outdoor environment to support children well. They get down to the children's level and sensitively participate in children's play. Staff support children's acquisition of language very well. They facilitate conversations and listen to children's views with interest. Children express their ideas and take turns to talk. Staff introduce new vocabulary in context. For example, during play in the home corner, they encourage children to identify and name a range of fruits and vegetables. Children enthusiastically join in with moving and singing along to favourite action rhymes.

Personal development, behaviour and welfare are good

Staff provide a warm, friendly and welcoming environment for all children and their families. Children are consistently cared for by the same staff who understand their individual needs. Behaviour is good as staff are effective role models, being calm and kind. They offer warm praise and gently support positive behaviour as children play. Children experience sociable meal and snack times as they sit alongside staff and their peers. Staff support children to make healthy food choices. They encourage them to try a range of different fruit and vegetables and promote the health benefits of these during snack time. Children show high levels of independence. For example, they wash their hands and follow good hygiene routines before eating.

Outcomes for children are good

Children are happy. They show good levels of concentration and involvement in activities. Children communicate confidently and considerately with each other, staff and visitors to the setting. They enjoy listening to stories and anticipate what will happen next. Children are developing early literacy skills as they draw and create pictures. They have good imaginations as they pretend play and invite others to join their experiences. Children acquire useful skills that prepare them well for the next stage of their learning and the eventual move to school.

Setting details

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|--------------------------------------------------|----------------------------------------------------|
| Unique reference number | EY538401 |
| Local authority | Essex |
| Inspection number | 10076838 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 47 |
| Name of registered person | Peter Pan Pre-school Playgroup (Runwell) Committee |
| Registered person unique reference number | RP521134 |
| Date of previous inspection | Not applicable |
| Telephone number | 07950623054 |

Peter Pan Preschool registered in 2016. The pre-school employs nine members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 and the manager holds Qualified Teacher Status. The pre-school opens from 8.30am to 3.30pm, Monday to Friday, during school term time.

This inspection was carried out by Ofsted 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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