

# Peter Pan Preschool

30th Signal Regiment, Gamecock Barracks, Bazzard Road, Bramcote, NUNEATON,  
Warwickshire, CV11 6QN



## Inspection date

20 March 2017

Previous inspection date

15 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

### This provision is good

- Children are happy and settled at this bright and vibrant pre-school. They share close and friendly relationships with staff. This helps to support children's emotional well-being effectively.
- There is a strong focus on promoting children's speaking and listening skills. Staff make the most of every opportunity throughout the session to reinforce vocabulary and engage children in conversation.
- Staff have developed the outdoor area really effectively. For example, they provide children with places to dig, plant, explore, climb and run. Consequently, children are enthusiastic about outdoor play and physical exercise.
- Partnerships with parents are strong. Staff provide them with regular information about their child's care and learning. Parents are complimentary about the pre-school and express positive views.
- Managers and staff evaluate the service offered and implement focused action plans for further developments. There is a strong commitment to providing high-quality childcare and improving outcomes for children.

### It is not yet outstanding because:

- Adult-led activities are not always planned effectively enough to fully challenge or hold the interest of all children.
- Systems to monitor groups of children's progress are not always precise enough to check that every child achieves to the highest level.

## What the setting needs to do to improve further

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

- review the planning of adult-led activities so they provide more challenge for children and maintain their focus and attention
- strengthen systems to monitor the progress of groups of children so that they are more accurate and information gained from them can be used to plan activities to help children make more rapid progress.

### 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 during the inspection.
- The inspector accompanied staff and children on a nature activity in the grounds of the setting.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the deputy 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

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of child protection procedures and how to report any concerns they may have. An effective recruitment and induction procedure has been implemented which contributes to supporting children's welfare. Staff effectively collaborate with parents and external agencies to best meet children's needs. A safe environment is maintained through the use of effective risk assessment. The management team ensures that observations of teaching, appraisals and supervision sessions are completed to support the continued professional development of staff.

### Quality of teaching, learning and assessment is good

The well-qualified staff team supports children's learning well. Staff make regular observations and assessments of children's learning. They have a good understanding about what children already know and can do and what they need to learn next. Babies benefit from a range of sensory activities and experiences to help them become more mobile. Staff set out activities linked to children's interests. For example, toddlers have great fun exploring a small-world scenario that includes soil, tractors and farm animals. Staff encourage children to explore the natural world. For example, children enjoy hunting for and identifying creatures and plants on an outing in the grounds. Early language and communication skills are fostered well by staff. Babies babble and try out new words in response to interactions from staff. Older children join staff to sing familiar rhymes and songs.

### Personal development, behaviour and welfare are good

The pre-school is an inviting and friendly environment. Staff warmly welcome children and their families. Highly effective procedures have been implemented to help children settle when they join. For example, staff arrange a home visit to get to know children before they start. As a result, children are eager and confident as they enter the pre-school. Staff establish and teach consistent boundaries for children's behaviour. As a result, children learn to play together cooperatively. Older children develop self-care skills well. For example, staff support them appropriately with pouring their own drinks and spreading toppings on crackers. Staff promote children's awareness of a healthy diet and lifestyle. For example, children are provided with healthy snacks and know to wash their hands before eating.

### Outcomes for children are good

Children make good progress from their starting points. Children develop independence and social skills. They behave well and take turns with toys and resources. Children use mathematical language as they play. They competently count and show determination to solve problems as they build structures with blocks. Children develop their creative and imaginative-thinking skills. They learn how to communicate with others and develop their speaking and listening skills. Pre-school children are particularly inquisitive, friendly and chatty. Early literacy skills are emerging. Children enjoy books and stories. Older children are beginning to link letters to the sounds they make. All children are gaining the skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY263407
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1064446
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Peter Pan Pre-School Bramcote (MOD) Committee
<b>Registered person unique reference number</b>	RP521473
<b>Date of previous inspection</b>	15 October 2013
<b>Telephone number</b>	01455 222372

Peter Pan Preschool was registered in 1994. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. Two members of staff hold qualifications at level 5. The manager holds a qualification at level 4. The pre-school opens from Monday to Friday all year round. Sessions are from 8am to 5pm Monday to Thursday and from 8am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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