

Peter Pan Playgroup

Copthorne Village Hall, Copthorne, Crawley, West Sussex RH10 3RE



Inspection date	15 May 2019
Previous inspection date	1 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good knowledge and understanding of how children learn. They provide an exciting environment for them to explore and support their play effectively.
- The manager and staff have good relationships with parents. They have worked hard to ensure that they engage all parents in their children's learning and share a wealth of information with them.
- Staff know children exceptionally well. Settling-in procedures are tailored specifically to children's needs and their emotional welfare is a high priority. Children are extremely settled and thoroughly enjoy their time at the setting.
- Staff have effective partnerships with other professionals who support children's learning. They share children's assessments and next steps, and welcome additional knowledge from others. This helps staff provide a consistent approach to children's ongoing learning.
- The manager monitors children's development effectively. She has a secure knowledge of each child's development level and their next steps. In addition, she tracks groups of children's progress to help her identify any gaps in the provision.
- Staff do not yet consistently challenge or extend children's learning opportunities to an outstanding level.
- Staff do not always organise the routine for getting children outside as efficiently as possible.

What the setting needs to do to improve further

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

- strengthen further staff's teaching skills to enable them to consistently extend and challenge children's learning to the highest level
- further refine the organisation of outdoor routines, to ensure that children are not having to wait for too long before being able to go outside.

Inspection activities

- The inspector observed staff's interactions and quality of teaching with children indoors and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector tracked some children's progress, viewed their development records and discussed their next steps with the key persons.
- The inspector spoke to some parents to gain their feedback on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of the procedures to follow should they have concerns about children's safety or well-being. They understand the importance of recording any concerns, possible signs of harm and who to share the information with. The manager places high regard towards safeguarding. She ensures that all staff attend regular refresher training as well as discussing policies and procedures during staff meetings. Recruitment and induction procedures are effective. The manager works closely with all staff and provides good support to help them develop their practice. For example, she researches training for them to attend. This has a positive impact on staff's confidence and helps them to plan interesting activities to motivate children's learning.

Quality of teaching, learning and assessment is good

Staff use children's interests to plan the activities within the setting. This helps them to engage quickly and enjoy learning. Children thoroughly enjoy role play and demonstrate their confident imagination skills as they explore. For example, they tell staff that they are going shopping and explain what they are going to buy. Children have a good understanding of numbers and count with ease. For example, staff teach children some simple addition and provide them with pencils to make shopping lists. This encourages children to think and make marks. Children enjoy looking at books and have the opportunity to take books home to read with their parents. Staff talk to children about their chosen books and ask a variety of questions to see if they can re-tell the story. This helps promote children's early literacy skills.

Personal development, behaviour and welfare are outstanding

Children arrive happily and have an excellent understanding of the routine. They find their names, collect a basket to put their belongings in and change into their indoor shoes. Children have lots of opportunities to learn about keeping themselves safe and taking safe risks. For example, they regularly practise fire drills and confidently tell visitors that 'when I hear the whistle, I have to line up and go outside'. Children carefully balance on beams and blocks in the garden. They hold their arms out to the side and know that they have to move slowly. Indoors, children confidently use knives at snack time and state, 'I need to keep my fingers out of the way.' Children behave exceptionally well and have warm and nurturing relationships with each other and staff. They show high levels of care and compassion towards other children, especially those who are younger and not as confident. Children have a mature understanding of sharing and turn taking, and consistently show respect for each other.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, are making good progress. They are developing the skills needed for future learning and school. Children demonstrate good concentration skills. They persevere at a chosen activity for long periods of time and until they achieve their desired goal. They are beginning to develop a knowledge of letters and sounds, and use numbers in their play.

Setting details

Unique reference number	113640
Local authority	West Sussex
Inspection number	10104208
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	46
Name of registered person	Peter Pan Playgroup Committee
Registered person unique reference number	RP908695
Date of previous inspection	1 February 2016
Telephone number	07745 255501

Peter Pan Playgroup registered in 1993 and is located in Copthorne, Crawley. It is open Monday to Friday from 8.45am until 3.30pm, during term time only. The playgroup receives funding to offer free early education for children age two, three and four years. It employs six staff; five of whom hold relevant childcare qualifications at level 3.

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