

# Peter Pan Playgroup

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



<b>Inspection date</b>	1 February 2016
Previous inspection date	25 June 2010

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

## Summary of key findings for parents

### This provision is outstanding

- All staff are strong in their use of meticulous assessments to identify children's needs for development. Staff and the manager monitor progress carefully to ensure that they meet all children's developmental needs. Staff show excellence in adapting practice, such as through personalised plans, to ensure that gaps in development close quickly.
- Partnerships with parents are extremely strong. Staff offer high levels of support and guidance to parents to ensure children's well-being. They encourage high levels of continuity between home and the setting using highly effective strategies.
- Staff demonstrate excellence in supporting language development. Through skilled interactions, staff help children to develop vocabulary and enhance their language skills. Children who are learning English as an additional language make speedy progress.
- Children have rich opportunities to learn about being healthy. For example, they enjoy carefully considered activities which help them to find out about fruits and vegetables.
- The manager follows a robust system for managing staff performance. Her successful strategies allow staff to improve and enhance their skills with great effect.
- The well-qualified staff work impeccably well as a team. The manager has taken highly effective steps to maintain a strong team ethic and motivate staff to contribute towards achieving excellence. For example, staff are greatly involved in the planning.

## What the setting needs to do to improve further

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

- allow younger children even more opportunities to develop their physical skills, particularly so they learn to take more risks during physical challenges.

### Inspection activities

- The inspector observed activities indoors and discussed the provision for outdoor play.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and her team radiate confidence in their knowledge of safeguarding protocol. The manager focuses strongly on safeguarding in her recruitment and induction procedures. She has implemented rigorous methods for evaluating practice that reflect her strong drive to be outstanding. For example, she evaluates practice daily with the staff team to improve outcomes for children. The manager uses an intense programme of professional development to make consistent improvements to the provision. For example, staff feed back information from courses to enhance practice and have implemented highly successful strategies for promoting positive behaviour following a course. The setting ensures strong partnerships exist with other early years providers. For example, staff liaise with previous settings to ensure they establish secure starting points for the children.

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

Staff show great skill in their teaching methods. They use well-worded questions to extend children's thoughts. For example, staff skilfully use questions to encourage children to extend their thought processes, such as when children cut and prepare their vegetables as they pretend to make soup during role play. Children benefit from a range of diverse experiences that help them to accept differences between the people around them. For example, parents share their cultures and backgrounds through activities, such as dance or cooking. Children learn to find out about the world around them. For example, they meet a variety of people when visiting different parts of the community, from the local fire station to the circus. Children have opportunities to learn as they take risks to meet challenges. However, on some occasions, staff miss opportunities to encourage younger children to manage risks, such as during their physical development.

### Personal development, behaviour and welfare are outstanding

The warm and friendly staff team welcomes children into the setting enthusiastically. Children feel secure. For example, those who initially find it hard to leave their parents quickly become confident and happy. Staff put in an immense effort to create a rich, vibrant and stimulating learning environment. Children develop high levels of independence ready for their future. For example, they operate with confidence as they carry out tasks, such as washing up their snack plates. Staff pay exceptional detail to the ways in which they promote positive behaviour. For example, they teach children to think about feelings by using puppets to tackle sensitive subjects.

### Outcomes for children are outstanding

Staff prepare children exceptionally well for school. For example, children enjoy activities that encourage the development of early writing skills. Children count as they play.

## Setting details

<b>Unique reference number</b>	113640
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	825046
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Peter Pan Playgroup Committee
<b>Date of previous inspection</b>	25 June 2010
<b>Telephone number</b>	0770 489 7842

Peter Pan Playgroup registered in 1993. The playgroup is located in Copthorne, Crawley. The playgroup is open on Monday and Friday from 9am to 1pm and on Tuesday, Wednesday and Thursday from 9am to 12 noon. An additional session for children moving on to school runs one day a week from 12.30pm to 3.30pm. The provider receives funding to offer free early education for children aged two, three and four years. The provider employs six staff; all staff hold relevant childcare qualifications at level 3.

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