

Inspection of Peter Pan Centre

Hoon Avenue, Newcastle, Staffordshire ST5 9NY

Inspection date: 4 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Parents and carers say that children are excited when they arrive at the centre and see staff's smiley faces. Children clap their hands and are eager to start their play. This demonstrates that children feel safe and happy. Managers and staff carefully tailor every part of the session to meet children's individual needs. For example, each group's welcome time is designed differently. This helps staff to capture children's full attention and advance their learning. One group look towards the big, colourful parachute that staff move gently up and down. Children hear staff singing. They know that this is a signal to come and join in with the group in their own way. Staff notice and celebrate each child's response. This helps children to feel really valued and important.

The team continued to provide dedicated support for children and families during the COVID-19 pandemic. Staff made videos of themselves reading stories. This helped children to recognise them when everyone returned to the centre. Managers delivered play and learning resources to homes. Parents value the 'ideas and inspiration' that enable them to promote children's well-being and continue their progress. Staff demonstrate high expectations for children's behaviour. Their interactions with children are unfailingly calm and positive. This helps children to understand and follow rules and routines.

What does the early years setting do well and what does it need to do better?

- The centre's trustees and managers pool their experience and expert knowledge really effectively. This helps them to make use of the best available evidence when they review and modify practice. For example, the team moved away from offering every child one-to-one adult support. The impact of this change in approach achieved and exceeded the stated intention. Children now explore more confidently. This means that staff gain even more knowledge of children by observing their choices and watching how they play and interact.
- Managers and staff encourage and inspire each other. This leads to innovative practice that continuously evolves. One example is the 'snack trolley'. Each drawer is labelled with pictures of its contents. This teaches children that a picture gives them useful information. Staff encourage children to go to the trolley and find what they want. They respect and reinforce children's selections. This motivates children to do it again at the next snack time. As a consequence, children experience success and become increasingly independent.
- Staff make children's communication development a priority. They support children to find ways to express their needs. They create reasons for children to communicate. Staff grab children's attention by shooting shaving foam high in the air. They repeat 'ready, steady, go' each time. Children want the foam to shoot up again. They indicate 'more' or join in with the word 'go'. Children's

participation brings them the reward they seek. It teaches them that communication is powerful.

- Staff follow highly consistent routines that stem from each child's learning programme. They use objects and pictures to help children to understand what will happen next, such as when it is time to change a nappy or wash hands. Staff always use the word 'finished' at the end of activities. Clear communication from staff helps to promote children's emotional well-being. Children gain increasing control of their feelings and impulses.
- Staff benefit from well-targeted supervision and training. This is rooted in individual coaching that continuously sharpens and extends staff's skills and knowledge. Managers encourage everyone to share their ideas. They initiate reflective thinking at staff meetings. For example, the team agreed plans to further enrich children's experience of diverse communities. Staff say that they feel valued and want to keep learning.
- Strong partnerships play a vital role in the work of the centre. Staff exchange information with other settings that children attend or will move to. Managers incorporate multi-agency planned targets into children's individual programmes. For example, they support staff to implement advice and training delivered by teachers of the sensory impaired. This helps to ensure that every child makes sustained progress from their starting points.
- Parents give high praise to the centre team. They say that managers help them to find a path through the emotionally taxing processes that their children's assessment involves. Parents comment that staff help them to feel positive about their children's future. They learn how to help their children to progress one step at a time in their development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate advanced knowledge of safeguarding matters. They maintain detailed records about children's health and well-being. This helps them to notice and respond to changes and concerns. Staff receive specialist training in procedures such as tube feeding. The team responds quickly and effectively to medical emergencies. This enables children with multiple and complex needs to attend the centre safely. Managers worked with local authority professionals during the COVID-19 pandemic. This helped to ensure that families were supported when children could not attend the centre. Risk assessment is effective. Children climb and explore safely. This promotes their physical development well.

Setting details

Unique reference number	EY418014
Local authority	Staffordshire
Inspection number	10116441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	25
Number of children on roll	63
Name of registered person	The Peter Pan Centre Ltd
Registered person unique reference number	RP530192
Telephone number	01782715219
Date of previous inspection	10 December 2015

Information about this early years setting

Peter Pan Centre registered in 2011. It is situated in the grounds of Merryfields Community Special School. The centre employs eight members of childcare staff. Of these, two members of staff hold qualifications at level 6, one member of staff holds a qualification at level 5, one at level 4 and three at level 3. The centre opens from Monday to Friday for 48 weeks of the year. Sessions are from 9.30am until 12pm and 12.45pm until 3.15pm. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The centre manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with the centre manager and a centre trustee. She spoke with staff and children during the inspection.
- Three parents and carers spoke with the inspector. The inspector read written feedback from parents and took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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