

Inspection of Pegs Pre-School Ltd

St. Charles Presbytery, Church Road, Gosforth, Newcastle Upon Tyne, Tyne and Wear NE3 1TX

Inspection date: 10 May 2022

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

What is it like to attend this early years setting?

The provision is good

Children arrive eager to enter the pre-school. Staff warmly greet them. Children form secure attachments with staff, which supports their well-being and independence. Children show a strong sense of belonging. For example, they independently find their colour group on the coat stand and hang their coats up. Children find their name cards and self-register. This helps them to recognise their name.

Staff are clear with children about the routines for the day. At group time, they show children the timeline picture cards. Older children can predict what will happen next. During their play, children check with staff about when they will tidy up, because they know that they will go outside afterwards. This all contributes towards the good behaviour of children. They understand what activities are available and what they can do.

Staff have a strong focus on children's personal, social and emotional development. They have identified that children are less confident in this area following the COVID-19 pandemic when they did not mix with others so much. Planned activities help children learn how to share and take account of others. Children are happy and busy throughout the session. They grow in confidence as they access the well-resourced environment, indoors and outdoors. Children move freely around the room to explore and develop their own ideas.

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

- The manager has a good knowledge and understanding of what she wants children to learn and achieve. Along with staff, she plans a varied curriculum to build on what children know and can already do. Before children arrive, staff discuss individual children's learning. Activities and experiences planned for the children take account of their individual needs and interests. Children make good progress from their starting points.
- Staff have a very good knowledge of each child, including those with special educational needs and/or disabilities. They offer effective support as children play, to extend their learning and build upon what they already know. Staff prepare children well for their learning. They discuss with children at group time what they will be learning today. For example, children learn about how to make patterns and do colour matching. The activities set out for the day all incorporate this learning for children to do at their own level, such as painting.
- Staff set up and pack away the indoor and outdoor provision each day. They consider every aspect so that it is done smoothly. For example, children's coats are placed on movable coat racks at the entrance, and these are wheeled into the hall when it is time to prepare for outdoor play.

- Overall, children's independence develops well. For example, they select a cup and plate for snack, choose what they would like to eat from cut up fruit, and peel their own satsuma. Staff have introduced real fruit and vegetables into the home corner for children to explore, and they have started to use knives. However, cutting skills are not carried over into other areas, such as snack, where children can learn how to safely cut their own fruit.
- Staff support children's early language development well. They focus on developing children's love of books and provide a quiet, covered area for them to read. Staff make story maps that encourage children to tell their own story. They use singing to include all children in developing their communication and language. Staff speak clearly to children. They model sentences back to children so that they hear the correct way to say them.
- Overall, staff promote children's good health. Children learn about and can recognise what are healthy and non-healthy foods. However, oral health activities have not been introduced to raise children's awareness of how to care for their teeth.
- Parents are very complimentary about the pre-school and staff. They fully appreciate the efforts of staff to support their child and family. Staff work closely with parents and other professionals to ensure they always offer the best support for each child.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding procedures. They know what to do if they are worried about a child's welfare. Staff understand the procedures to follow if there is an allegation against staff or the provider or manager. The manager regularly reviews staff's knowledge of safeguarding during supervision meetings. Staff are trained on wider safeguarding matters, such as radicalisation. They are vigilant about safety and have put in place a range of procedures to help keep children safe. For example, staff closely watch children's arrival when parents drop off and collect them. The pre-school is safe and secure.

What does the setting need to do to improve?

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

- promote children's independence skills further by developing their cutting skills
- promote children's understanding of oral health and how they can care for their teeth.

Setting details

Unique reference number	2498504
Local authority	Newcastle upon Tyne
Inspection number	10198930
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	26
Name of registered person	Pegs Pre-School Ltd
Registered person unique reference number	2498503
Telephone number	07572269693
Date of previous inspection	8 June 2021

Information about this early years setting

Pegs Pre-School Ltd registered in 2018. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with an early years degree and one who has qualified teacher status. The pre-school opens on Monday, Tuesday, Thursday and Friday during term time. Sessions are from 9.15am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Pope

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 setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and the inspector spoke to staff and children during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation together and discussed the quality of practice that they both observed.
- The inspector held a meeting with the 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.

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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