

Peter Pan Day Nursery

Inspection report for early years provision

Unique Reference Number	107028
Inspection date	11 October 2007
Inspector	Valerie Anne Curotto
Setting Address	1 Churchways Crescent, Horfield, Bristol, BS7 8SW
Telephone number	0117 9355410
E-mail	ellen@ppan.fsbusiness.co.uk
Registered person	Ellen Dunk
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Peter Pan Nursery is privately owned and opened in 1994. It operates from a large house in a residential area of Horfield, Bristol. The nursery is opened each week day from 08.00 to 18.00 hours, except for Bank holidays. Children under two years of age are cared for in a self contained area on the first floor. Older children use three play rooms on the ground floor. All children have access to two enclosed, outdoor play areas. There are currently 53 children under five years of age on roll. Of these, 17 receive funding for nursery education. Children come from a wide catchment area. The nursery is registered to care for up to 40 children under five years of age. The nursery employs 12 staff to work with the children. Of these, seven have appropriate child care qualifications and three are currently doing vocational training. The nursery also has the services of a part-time cook, an administrator and a general maintenance worker. In addition, the owner is often present to support the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Written procedures to protect children and promote hygiene within the setting are observed well by staff. These include nappy changing and table cleaning before meals. However, other measures are not sufficiently reinforced by staff to further promote children's health. For example, children do not routinely wash their hands after outdoor play or readily access drinking water after physical or outdoor play. Children eat well at meal times and enjoy balanced, nutritious menus which are locally sourced. Accident and medication records are generally well maintained to promote children's health. Parents are advised of exclusion periods for sickness which safeguard the health of all children.

Babies enjoy regular opportunities to develop physical skills as staff rotate a variety of equipment in their playrooms. They investigate the ball pool, climb a small slide and pull themselves up on wall bars as they become mobile. Older children benefit from daily access to the outdoor areas where they balance on benches, climb frames and roll balls down varying lengths of drainpipes. Younger children become aware of their bodies and develop coordination as they sing action songs. Older children learn about self care and dental hygiene through regular topic work.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted as the premises are secure and staff monitor entry appropriately. Within the setting, equipment such as stair gates are in place and evacuation procedures are clearly displayed. However, children lack effective supervision at times as the organisation of activities and staff awareness are not fully developed. For example, when children use the new decking area outside and during transition times, while staff organise space and equipment for activities. A risk assessment and an outings plan are in place which outline general arrangements to protect children. Older children learn to protect themselves through topic work, for example, about road safety.

Children benefit from a colourful, welcoming environment. Available space is arranged appropriately to meet the needs of children who are organised into three main age groups. Children generally access the garden in smaller groups at different times of the day to promote their safety. A wide range of resources are rotated and arranged to promote independent access by children in all areas of the nursery. Babies and young children explore their comfortable surroundings and take items from low level shelves, in addition to using those put out for them. The setting has taken steps to improve the outdoor area for children. This enables older children to access resources outside throughout the day, on a covered decking area.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a good combination of free and structured activities which regularly extend to the outdoor area. Children are encouraged to make links with the outdoor environment through regular bug hunts and planting opportunities, with bulbs and seeds at different times of the year. They use leaves and other natural materials for themed displays and grow and pick their own beans. In addition, sand, water and other resources are rotated for older children to

take advantage of outside each day. All children are involved in a wide range of craft activities which is reflected in colourful room friezes and individual pieces throughout the year. They place completed work in their individually marked drawers to take home.

Babies benefit from regular sensory and craft activities, using water, pasta, paints and other materials. They confidently explore their surroundings or sit comfortably with an adult to feed or play at other times. Two year olds share books with staff and make animal noises in response to familiar pictures. They extend their vocabulary as they comment on the texture of wet sand and other materials. They shriek with enjoyment as they enjoy parachute games indoors. Children develop independence skills as toddlers identify their own coats before going outside and older children access resources to support their imaginary play. Children learn to take turns and relate well to others. Older children make long train tracks and build towers with bricks on the floor together during free play. During more structured activities, children sit and concentrate at tables as they manipulate dough and make papier-mâché models for seasonal displays. Staff spontaneously respond to children's interests as they bring things in from home or make requests for favourite equipment during the day. They routinely write down children's comments to add to displays which reflect children's experiences.

Nursery Education

The quality of teaching and learning is satisfactory. Children's choice and independent access is promoted as resources are organised effectively. These are arranged around the room to reflect the six learning areas within the Foundation Stage. Staff use resource lists to support informal rotation of additional equipment to promote children's development. The use of the outdoor area has been extended to positively promote children's learning. For example, they have fun making marks on a wall with soapy water and park their sit and ride toys in numbered spaces. Structured activities indoors are generally well organised and appropriately support children's personal, social and emotional development and language skills. For example, children develop confidence at circle time as they take turns to share news in small groups. Children become enthusiastic and involved in guessing which animal fits a description given by staff. Children develop an awareness of number and positional language using a range of resources. They show an interest in books as they enjoy favourite stories. Labels around the setting reinforce their understanding that print has meaning.

The setting is currently reviewing its planning and assessment system with the local authority. Short term planning available at this inspection does not effectively support children and staff across the breadth of activities and equipment available. While some individual staff members are skilled in promoting the learning outcomes, not all are as experienced and confident to do so spontaneously. This impacts on children's use of resources and their engagement with activities during free play. For example, children at times lack support to sustain or extend their activities and staff lack appropriate direction.

There is no clear format currently in place for individual children's assessments. As a result, children's progress is not being effectively tracked or used routinely to impact on planning for their individual needs. Differentiation for planned activities is general and not routinely updated to reflect the needs of individual children. However, staff continue to make regular written observations of children, discuss their progress with parents and informally support activities to ensure children make sufficient progress.

Helping children make a positive contribution

The provision is good.

Children appear secure and staff have a good understanding of individual children's needs. Children's individual routines are maintained in the baby unit which adds to their security. Two year olds approach favourite staff for comfort and themselves offer cuddles to others in distress. Older children become confident, independent and readily ask staff for support. Children's self esteem and sense of belonging are fostered well as their photographs and contributions to group displays are attractively presented. The setting demonstrates a strong commitment to equal opportunity in a mission statement and written policy. The staff team reflect children's varied cultural backgrounds and include positive, male role models. An attractive range of posters provide positive images of cultural diversity throughout the nursery and older children learn more about difference through topic work.

Children with additional needs are supported effectively as key staff have a clear understanding of their role and access appropriate support. Children generally behave well and respond to requests to use 'little voices' as noise levels increase. Staff use positive strategies to distract groups of older children when necessary, such as songs or physical games. Children learn to take care of their environment as they are encouraged to recycle paper and take an interest in the outside world. They engage with their local community during local walks and visits to shops. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is satisfactory. Useful, general information is given about the Foundation Stage and how activities impact on children's learning. Children's records are available on request and parents are welcomed into the setting for informal discussion at any time. All parents are encouraged to become involved in their children's assessments and blank stickers are sent home for comments to be made about their children's development. Varied information, including menus, is displayed in the entrance halls; although arrangements to ensure this is up to date, such as the complaints procedure, are not fully developed.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. Leadership of the setting's nursery education provision has changed since the last inspection. The setting continues to adjust to this and more recent changes to the planning and assessment systems. Senior staff are yet to establish clear roles and responsibilities in practice and this has impacted to some extent on the organisation of staff across the setting. As a result, staff at times lack direction to fully support children's activities and promote aspects of their health and safety. However, the setting is committed to addressing these issues and able to seek appropriate support from the local authority.

Suitable recruitment and induction procedures are in place for new staff to promote children's wellbeing. The setting demonstrates a commitment to ongoing staff development and is able to identify training areas, such as child protection and first aid, to further safeguard children. The setting is making appropriate use of the local authority's quality assurance scheme to identify areas for development. It is currently assessing the use of available space; for example, to ensure sleep arrangements for children over two are sufficient to meet their needs. A range of written policies and a positive mission statement are in place to support children's care. These continue to be developed to reflect practice within the setting. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection of children's care, a recommendation regarding the development and maintenance of all policies and procedures was made. The setting has taken appropriate steps to address some aspects. However, the child protection policy does not include a procedure for managing allegations against staff and this is a breach of regulations. A risk assessment and outings plan are now in place to promote children's safety. While these do not identify risks to children in specific areas of the nursery, or particular risks on trips, the setting is aware of how to use these as a basis for development, to further safeguard children. At the last inspection of children's education, a point for consideration was to encourage all children to engage equally in construction activities. The setting continues to promote inclusion and equal opportunity for all children appropriately.

Complaints since the last inspection

Concerns were received in May 2007 in relation to National Standard 1 (Suitable Person) and National Standard 2 (Organisation). As a result of a visit by an Ofsted inspector, two actions were set. These involved improving recruitment procedures and daily records of attendance. The provider responded appropriately to these actions. No further action was taken and the provider remains qualified for registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure the organisation of staff effectively supports children's activities and reinforces routines to promote their health.
- Ensure all required procedures are in place and up to date; with particular reference to the child protection and complaints procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Ensure curriculum planning is sufficiently detailed to support staff interaction with children and further promote their learning.
- Ensure children's assessments effectively track their development and contribute to the planning process.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk