

Peter Pan Day Nursery

Inspection report for early years provision

Unique reference number 107028
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Inspector Nigel Lindsay Smith

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Peter Pan Day Nursery is privately owned. It opened in 1994 and operates from eight rooms in a large converted house. Children have access to three enclosed outdoor play areas. The nursery is situated in the residential area of Horfield, Bristol. It is open each weekday from 08.00 to 18.00, except for Bank Holidays. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time. There are currently 68 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with learning difficulties and/or disabilities.

There are 13 members of staff, of whom nine hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make good progress in their learning and development. Staff provide a wide range of stimulating play activities for all children in a learning environment responsive to children's interests. The system to ensure that Ofsted is made aware of changes to senior staff is not sufficiently robust. Effective links with parents and carers promote the inclusion of all children and ensure that information is usefully shared. The staff team share a commitment to the continuous improvement of the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- carry out a full risk assessment for each type of outing
- obtain parents' signatures when informing them of medicines administered to children

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted is notified of any change to the person who is managing the early years provision (Suitability of adults)

31/07/2009

The leadership and management of the early years provision

The setting uses the local authority's self-evaluation scheme to monitor that strengths and weaknesses are identified and acted upon. The well qualified staff team have a good range of skills and abilities to contribute to the effective

development of practice and to the comprehensive range of learning opportunities available. This is enhanced further by the well organised, stimulating environment with a good variety of easily visible and accessible resources. Most policies and procedures are effectively implemented. Staff have clear knowledge of safeguarding policies and procedures so that children are appropriately protected. However, there is insufficient understanding of the requirements regarding notification to Ofsted of changes in management, which means that all relevant checks have not been completed. Safety measures, such as gates on the stairs, support children's safety, but risk assessments lack sufficient detail.

There are good relationships with parents; those interviewed were very positive about the setting, particularly the stability of the staff group and their helpful, friendly and supportive demeanour. Clearly displayed notice boards and open access to the assessments involve them well in their children's learning and development. The setting helps to prepare children for the transition to school by establishing contact with the local schools. The provision is committed to fully including all children, accessing additional resources as appropriate.

The quality and standards of the early years provision

Children's good health is promoted well through the setting's clear understanding of the requirements and guidance. A variety of freshly cooked meals and regular snacks ensure that all children's dietary and health needs are met well. Good daily routines support effective hygiene practice, for example the use of disposable gloves and aprons for nappy changing. Cross-infection is minimised as staff follow effective procedures, such as ensuring children have individual bedding. Records of any accidents are thoroughly recorded, and permission is sought in writing for the administration of medication. Parents are informed when medication has been given but are not asked to sign to acknowledge being told.

Staff use thorough observations to effectively plan the next steps in the children's learning. Their good knowledge of the Early Years Foundation Stage learning and development requirements enables them to confidently support children across the six areas of learning. Children, therefore, make good progress and enjoy learning. They thrive in the enabling environment, where they make decisions and choices. Equipment is very accessible and older children choose from a variety of environments to play in, including the adjacent decking area. For example, a child decided to select their learning diary and share it with their friends in a comfortable area with a low settee, looking at photos of past activities and saying "we had messy hands".

Children show enthusiasm and are very sociable. They play well together, for example working out how to use a space station and exploring the use of dinosaurs with it. Babies and young children are well supported in experimenting with new experiences. For example, when one child showed interest in wheels, staff introduced a set of cogs from the older children's provision and included all of the children in the baby room. Children become creative thinkers as they make kites after initiating discussion about the strong wind when out in the decking area. Children use their large muscle skills whilst following the 'Sticky Kids' exercise

programme, and learn about the effects of exercise by talking about it afterwards. They explore the natural world by growing plants in the garden. The children show a strong sense of belonging to the nursery as their individuality and identity is reflected throughout. For example, they put up their photos daily to show they are present, their work is displayed, and resources and celebrations support their different cultures.

Staff engage very well with the children and promote good behaviour by being friendly, polite and giving praise. Children are happy, enjoy their play and respond well to the adults.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met