



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200712

DfES Number: 511640

### INSPECTION DETAILS

Inspection Date 11/12/2003  
Inspector Name Sharon Waterfall

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name PETER PAN DAY NURSERY  
Setting Address Peter Hall Lane  
COOMBE FIELDS, Walsgrave on Sowe  
Coventry  
West Midlands  
CV2 2DR

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Gillian Stocks & Denise Taylor  
Address Peter Hall, Peter Hall Lane  
Coombe Fields, Walsgrave on Sowe  
Coventry  
West Midlands  
CV2 2DR

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Peter Pan Day Nursery opened in 1993 and is situated approximately two miles from the village of Brinklow between Rugby and Coventry. The nursery is located in a converted stable block. The premises comprise: (ground floor) two play rooms used mainly for children aged under two years; (first floor) four play rooms used mainly for children aged two years –five years, toilet and changing area, small office and kitchen. The nursery has an enclosed outdoor play area, which includes a large grassed area plus a hard surface area.

The nursery is open Mondays to Fridays (except bank holidays) between 08:00 and 18:00. The group take children from 0 to 5 years and currently have 12 children that are in receipt of funding. The group supports children with special educational needs and those with English as a second language.

Six of the nursery staff have appropriate childcare qualifications. The nursery is also a registered provider of nursery grant education for three and four year olds, and has close links with the local Revel Primary School as well as receiving support from the education advisory teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Peter Pan Nursery provides satisfactory care for children. Good relationships are fostered between staff and children, the children respond well to the set routines and are happy and settled. Staff work well as a team and are committed to ongoing training. There is currently no key worker system in place.

Although the staff plan activities of a wide variety, the organisation of those in the baby room should enable more independent, free play. The outdoor area is used regularly and the group has a good range of resources that promote physical development. Older children are able to independently choose from the resources and staff also plan more structured activities to assess children's progress. Children respond well to staff's high expectations of behaviour.

The staff have a good awareness of equal opportunities and children have equal access to the resources, staff ensure children with special needs are fully included within the activities. Staff ensure children are safe both inside and outside the premises. They directly supervise the children and have begun to use risk assessments to identify most hazards. Most policies and procedures are in place to ensure children's welfare, though some need more detail. The procedure for emergency evacuation of the premises needs to be addressed.

Information for parents is displayed on the notice board and there is regular information sharing through verbal communication on a daily basis, diaries for younger children and parent's evenings throughout the year.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to devise risk assessments, an outings policy, to include the regulators details within the complaints policy and to include a procedure for staff allegation within the child protection policy. All policies have been expanded to include the appropriate information.

#### **What is being done well?**

- There is a strong emphasis on equal opportunities throughout the nursery. Children with special needs are supported well. The equal opportunities policy is consistent with current legislation. The resources and planned activities promote positively throughout this area.
- Children respond well to the positive and consistent way behaviour management is applied throughout the nursery. The older children use the acceptable behaviours learnt independently. The staff promote positive behaviour through praise and reward.
- The children are confident; they respond well to the consistent routines within the nursery and are happy and settled. Good relationships are fostered between staff and children.

#### **What needs to be improved?**

- the recording of children's and staff's daily attendance
- the key worker system
- the safety of fire exits
- the risk assessments of tripping hazards on the first floor
- the recording of visitors
- the evidencing of supervisors qualification
- the organisation of activities
- the confirmation signatures for the medication procedure

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
2	Ensure there is a system for registering children and staff attendance on a daily basis, showing hours of attendance.	12/12/2003
2	Devise and implement a system of ensuring consistent staff care for children and that children are allocated a key person who is mainly responsible for their welfare on a daily basis.	31/01/2004
6	Seek advice from and meet any recommendations made by the Fire Safety Officer regarding obstructions to fire evacuation routes.	31/01/2004
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks of tripping hazards on the first floor.	31/01/2004
6	Ensure records of visitors are kept.	12/12/2003

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
1	Provide evidence to demonstrate that supervisor has an appropriate/equivalent level 3 qualification.
3	Ensure organisation of baby activities allows for age appropriate play and that children are able to initiate their own play and have time to learn and play independently.
7	Ensure information re dosage and times of medication are sought and parents sign the medication record to confirm they have been informed of medication administered.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Peter Pan Day Nursery offers a range of interesting activities through which children enjoy learning. They enable three and four year olds to make generally good progress towards the early learning goals.

Teaching is generally good with the planning of the curriculum for the foundation stage providing a varied range of activities for the six areas of learning. However, some elements require development, music is not currently planned into the curriculum and there is a limited use of practical activities within number and letter recognition. The children are assessed regularly and development is recorded in the children's individual plans. The evaluations then inform short term planning, which identify children's needs, supporting children with special educational needs and with English as a second language. The children behave well and understand the concepts of acceptable behaviour and they use them effectively within their own play.

The resources are well used within the setting, with many of them being independently accessible to the children. The indoor space is organised into specific learning areas, though activities require careful planning to ensure children get the most out of the available space.

Leadership and management are generally good. Most staff have some involvement with the planning, they work well as a team and attend training in relevant childcare issues. The group assess the activities planned through evaluation and discussion with the early years advisory teacher, though there are few other formal systems for monitoring and evaluating the provision.

Partnership with parents and carers is generally good. Parents are involved with their children's learning through bringing items in from home and providing support on trips. There is regular feedback about their children's progress on a daily basis and through the year during parent's evenings.

### What is being done well?

- Many activities are provided for children to investigate effects that happen in the environment and learn about how things work.
- Children respond well to the many positive behaviour management strategies used and are able to successfully use them within their own play.
- The children experience many new textures; they are encouraged to use their senses to describe what they see, feel, and smell. They work with many different mediums within the craft activities, which enable them to explore the world around them.
- Staff plan activities and encourage children to be confident speakers, the

children enjoy joining in with songs and stories and are able to ask questions and hold discussions with peers and staff.

#### **What needs to be improved?**

- the planning of music activities within the curriculum
- the improvement of systems for the monitoring and evaluation of the nursery provision
- the use of more practical activities within number and letter recognition.

#### **What has improved since the last inspection?**

At the last inspection the group had four key issues to address, their improvement is generally good and they have sought advice and attended training to meet the requirements.

Implement a programme of continuous training for all staff members.

Most staff are qualified to level three in childcare, with other staff completing qualifications. Many staff attend short courses and updated training that are of interest to them. There is to be a more formal training plan set up which will identify areas of need within training and enable staff to focus on their development and ensure training benefits the setting as a whole.

Increase recording of children's achievements to monthly and link to short term planning.

Staff assess children mainly on a termly basis using a document similar to the transfer document when moving onto school, this is added to by examples of children's work and observations. The assessment leads into the planning to ensure the activities planned meet children's individual needs.

Expand investigative activities; increase children's imaginative skills and self-expression.

Many investigative activities are available for the children to experience such as the different ways that clothes fasten and what happens when a seed is planted. Each day children participate in a free craft activity, which enables them to make decisions and use their imaginations, as does the role-play they engage. Children have less opportunity to show self-expression through music.

Improve planning by widening depth and ensuring each planned activity has a desirable outcome.

The staff now plan in line with the Foundation Stage and each activity relates to an appropriate stepping-stone. The activities link to all six areas of learning and focus for learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are beginning to learn about their own and the wider community through visiting the local environment and planned activities. They respond well to the nursery routines and use their knowledge of acceptable behaviour within their own play and resolve issues within their peer group. The children actively co-operate and work together to complete tasks and support and aid each other within their play. On occasion children's self esteem maybe affected by a lack of positive reinforcement.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning words to songs and enjoy the repetitive phrases. They can relate events with increasing confidence through large and small group discussion. They have free access to books and are learning to understand the correct way print is read. The children are beginning to practise pre writing skills and making marks but their experience of name writing can be limited within activities. Letter and sound recognition is developed through the weekly letter activity.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count reliably up to ten, although they are beginning to recognise these numerals learning can be restricted by a lack of practical activities. They are starting to use mathematical language and use concepts to match and sort shape, size and colour throughout many of the activities. They are beginning to develop an understanding of calculating with small numbers and recognise the properties of different shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to share experiences about their own families, and are extending their learning about the local environment and investigating changes within it. They are developing their identities within their home communities and discuss the elements that affect their lives and the wider community around them. They have a positive understanding of other customs, cultures and beliefs from celebrations and planned activities.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children show progression in skills such as using hoops and wheeled equipment. They are confident in using large and small apparatus; they have increasing knowledge of spatial awareness, though they can be inhibited by the limited space available for certain activities. Children use large equipment for swinging, climbing and are able to change directions when moving. The children demonstrate an awareness of good hygiene procedures and many are independent in this area.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to express themselves and their ideas within the many free craft activities. Although they regularly engage in singing activities and sing songs enthusiastically, they have less experience with instruments to express their imagination. They consistently comment on different textures and enjoy retelling stories that have happened to them. They partake in a wide range of interesting creative activities and experience many mediums.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop curriculum planning to include music.
- implement effective systems to aid monitoring and evaluation of nursery provision.
- increase the use of practical activities to support children's learning in number and letter recognition.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*