

# Peter Pans Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY261762

**Inspection date**

28/02/2011

**Inspector**

Shaheen Belai

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Peter Pans Day Nursery opened 2003 and is a privately run nursery. It provides children access to four base rooms, an outdoor play area and associated facilities in a converted house situated inside the Barnardo's village in Barkingside, within the London borough of Redbridge. The nursery serves the work force within Barnardo's and families living in the local community.

The nursery is registered on the Early Years Register and a maximum of 28 children may attend the setting at any one time. It is open each weekday from 8am to 6pm, 51 weeks of the year. There are currently 43 children from three months to five years on roll, attending either full-time or part-time; this includes 5 children who receive funding for nursery education.

There are 11 staff who work with the children, including the management team; of these, 10 staff have an early years relevant childcare qualification to at least level 2. The setting receives support from the local authority advisory teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, each child is supported well. Their welfare and learning needs are met by staff who are knowledgeable of the Early Years Foundation Stage framework. Children are making good progress and are happy at this friendly and inclusive setting. They are cared for in a safe and secure environment. Documentation is well maintained and partnerships with parents are strong. Recognition is given to developing links with other establishments offering the Early Years Foundation Stage. Since the last inspection, management has strived successfully to make significant improvements to enhance the learning and welfare needs of children. Management is committed to the ongoing development of the quality of the provision and this, together with secure self-evaluation, means the setting demonstrates a good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- extend opportunities for children to experience additional resources that promote learning in the area of information, communication and technology
- develop links with other settings and their staff, that children attend to promote continuity of care in their learning.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well as the setting has taken steps to ensure their safety. Detailed policies and procedures are in place so that staff and parents are aware of steps taken to safeguard children. There are robust systems in place ensuring all staff have undergone suitability checks and are suitably qualified. There is a designated staff member who takes responsibility for child protection issues. Daily risk assessments for both inside and outside eliminate risks. Appropriate staff deployment ensures ratios are maintained and children are suitably cared for at all times. Staff have opportunities for further training, which impacts well on the care and learning opportunities children receive. Documentation is well maintained to contribute to the smooth running of the setting.

The setting is continuing to build strong relationships with parents, through regular parent evenings to discuss their child's progress and achievements. Parental notice boards are accessible as they enter the setting and in each room, detailing activity planning and general information. Parents have access to the full range of the settings policies and procedures. Parental views are sought via questionnaires and through the regular parents meeting. Regular opportunities to fund raise for charities encourages parents to become involved with their child. Parental feedback about the service provided and the staff is positive; parents value the information shared, the friendly yet professional approach of the staff and how accommodating staff are to ensuring individual needs are met. The setting understands the importance of partnership with other providers, such as ensuring children moving onto school are prepared for transition. Although, links with other settings children attend have not been explored, to further enhance continuity of care.

Children learn about each other daily, while they play and develop friendships. Children have access to a wide range of play resources that reflect differences. Many positive images of all groups of diversity are displayed throughout the setting, in the form of posters and photographs, supporting children to develop respect and value differences. Staff have a very warm and inclusive approach to all children attending, as well as being aware and valuing their differences in a positive manner.

Since the last inspection, there has been significant improvement. Management ensured the recommendations raised were addressed promptly to support children's health, promote independence and maintain documentation as required. In addition, management have begun to self-evaluate through various methods, such as addressing the Ofsted self-evaluation form, seeking input from the local authority advisor and participating in a Quality Assurance Scheme. Areas for development have been identified, such as continuing to develop the outdoor play area and seeking further parental involvement at the setting. Therefore the self-evaluation process improves the service offered to children and parents and supports continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress. They have access to a wide range of learning opportunities in a child-friendly environment. Staff use their knowledge and experience of the Early Years Foundation Stage framework to make individual plans for children's next-steps in learning, based on their interests and achievements. Systems are in place to monitor initial starting points and allow progress to be effectively monitored in the early stages. Staff have a good knowledge of the early learning goals and the needs of their key children. This supports strong planning, including focused activities for individual children. Clear recording of children's progress and achievements supports further learning. Regular sharing of information both verbally and in writing with parents, keeps them informed to support continuity of care.

Children's learning is enhanced by the close interaction provided by the staff. Children listen to stories in small groups, babies enjoy being cuddled and they concentrate for long periods addressing new challenges in their play. Children feel safe, as they confidently and happily move from one activity to another. They learn about safety through good behaviour, such as helping to clear away or helping to set the table for lunch. Children take part in regular fire drills and are developing an understanding of why they should follow it in order to keep themselves safe.

Children enjoy physical exercise outside. They have access to large equipment to support their physical development, planting materials and sensory resources. Children also enjoy being active indoors; young babies have ample opportunity to practise their early mobility skills using a range of appropriate resources. All children have easy access to drinking water or juice to keep hydrated, this is organised to allow children to easily identify their own feeding cup. Children enjoy three healthy meals and snacks. Menus are planned to be varied for different diets and to introduce new cultural tastes. Young babies are fed according to their individual routine and stage of development. Snack and meals times are a happy and social gathering, allowing for children to develop good eating habits.

Children solve problems; for example, young infants learn to stack or sort shapes and older children learn to recognise different shapes. They are developing skills for the future as they access play resources such as phones, keyboards, calculators and a digital camera. Children currently do not have access to the computer but staff recognise the use of this would further develop children's skills in technology. Children enjoy being creative playing with water and flour, sand and shaving foam. Individual planning and recognition for young infants to be included in all learning experiences ensure they have opportunities for engaging in messy and creative play. For example, staff organise painting activities on the floor to enable young infants to access resources with ease. Sensory and exploratory play is promoted for young infants, such as providing babies with resources carefully selected for the 'treasure basket'. Recognition of print is evident with older children, as they learn to recognise their name. Staff use appropriate questioning and language to encourage children to interact and learn. Children are making strong progress

towards the early learning goals.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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