

# Peter Pan Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	200712
<b>Inspection date</b>	21/02/2011
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<b>Email</b>	
<b>Type of setting</b>	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*.

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.

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## Description of 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. Children have access to secure outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 28 children in total. There are currently 30 children on roll. All are within the early years age group.

The nursery employs six members of staff, including the manager, who work directly with the children. All staff members hold appropriate early years qualifications. The nursery receives support from an advisory teacher from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well settled in an inclusive environment which is relaxed and stimulating. The nursery develops strong relationships with parents and other agencies to ensure each child's individual care and development needs are met well. This enables all children to make good progress in their learning and development. All policies and procedures are effective in practice and most of the required information is obtained from parents to support children's care. The manager and staff work closely together to monitor and evaluate the setting effectively. They have an accurate understanding of the setting's strengths and there are clear and realistic plans for further development in order to better all outcomes for children.

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

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

- obtain information in advance of a child being admitted to the provision to include who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 28/02/2011

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

- further improve the observation and assessment system to ensure all children make the best possible progress towards all the early learning goals
- develop further group learning plans so that they are flexible enough to cater

for each child's individual learning needs.

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

Children are safeguarded well. The setting has a strong knowledge of child protection issues and has developed a well-written safeguarding policy which is shared with parents. All adults are confident about their responsibility to protect children from harm and neglect. The setting implements clear procedures and policies, which are regularly reviewed and clearly understood by the staff team. This contributes to the safe and efficient management of the setting. They are developing systems to ensure all information is being obtained from all parents to include who has parental responsibility for children and who has legal contact with them. Good recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well motivated. Clear procedures are in place to monitor their ongoing suitability. The setting is vigilant about safety issues. All aspects of the setting, including the outdoors, are subject to comprehensive risk assessments. This ensures children learn in a safe environment without restricting their development. The setting uses an effective system for self-evaluation known as 'Reaching for the stars'. This enables the staff to systematically consider all aspects of early years foundation stage and record how the requirements are being met. The system incorporates input from staff and parents and ensures ongoing improvement. The written action plan details targets for the future which includes improving the outdoor play area to further encourage children's exploration and investigation.

The setting has a good awareness of children's individual needs and interests and provides a warm and welcoming environment which fosters their sense of wellbeing. The setting organises the space available very well and children enjoy freely accessing bright, well cared for play areas. Older children access rooms upstairs which promote specific areas of learning, such as the imaginary play room, messy play room, craft room and home room. All children access interesting areas outdoors which include an all-weather area, grassed area and forest school area. This ensures children are well motivated and eager to learn through play. Children are encouraged to make good choices and decisions about their play by accessing a wide range of good quality resources which are stored and displayed very well. Resources promote positive images of diversity and children have good opportunities to learn about similarities and differences between themselves and others.

The setting works closely with parents and other agencies. Prospective parents receive an informative 'parents pack' which includes an application form, detailed information about the nursery, the curriculum provided and the recent adoption of the 'Forest School Scheme'. Parents are well informed of planned events through regular newsletters which enables them to contribute and support children's learning. They are encouraged to take home and read their children's 'Learning Journal' and discuss children's learning at parent's evenings planned twice a year. Effective systems are in place to support children with specific needs to ensure they are fully included within the setting and are cared for safely. The setting also

promotes good relationships with other providers such as a local pre-school, to promote consistency and continuity of children's care and learning.

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

Children benefit from a safe and secure environment which helps them to develop warm and caring relationships. Children demonstrate they feel safe as they confidently negotiate their way around the setting and include unfamiliar adults in their play. Children are learning to keep themselves safe by taking risks and exploring in a controlled environment. For example, in the forest school outdoor play area older children enjoy safely climbing trees and step from one wooden post to another. Children are also able to observe nature at this time by observing bugs such as snails and slugs through magnifying glasses. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn very well the importance of good personal hygiene habits. They use liquid soap and paper towels to wash and dry their hands before meals and after using the toilet. They benefit from healthy and nutritious meals that are provided by their parents and stored and prepared well by the setting. Parents are provided with a good example of what a standard lunch box should contain and children enjoy fruit, yoghurts and a variety of sandwiches, some made with wholemeal bread. Other children enjoy hot meals such as pasta and curry. All children are provided with regular drinks throughout the day and older children benefit from freely accessing fresh drinking water provided in a jug, helping to keep them well hydrated. Children behave very well. They receive high levels of attention and are engaged in interesting activities. They are learning to share, take turns and respect the needs of others, thus supporting the development of skills they will need for the future.

Children make good progress in their learning and development. The setting is developing systems to observe and assess the good progress children make. For instance, all staff observe children's learning and record the information in children's 'Learning Journals' using photographs, text and examples of children's work. This information is transferred to an assessment sheet which clearly shows children's future learning priorities. However, the links between these evaluations and the planning of activities are not yet fully effective in ensuring that individual children are consistently provided with experiences and challenging activities to enable them to make the best progress possible.

Children thoroughly enjoy their time in the nursery developing the habits and behaviours of good learners. Their independence is promoted very well and they are able to make good decisions about their play. For instance, older children enjoy initiating their own play in the imaginary play room set up as a cafe. They develop their imagination very well dressing up as their favourite character or pretending to go shopping. They develop their good language and communication skills at this time as they identify the different items in their shopping basket. All children have ample opportunities to be creative. Older children enjoy learning about colours as they make pictures using blue paint and items such as cotton reels and bricks. They are challenged further at this time by exploring the different shades of blue.

Younger children enjoy investigating jelly using all of their senses and explore conkers collected from outdoors.

## 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	2
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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## **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