

# Peter Pan Nursery

Inspection report for early years provision

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**Unique reference number** EY418014  
**Inspection date** 14/11/2011  
**Inspector** Jennie Lenton

**Setting address** Hoon Avenue, Newcastle, Staffordshire, ST5 9NY

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**Type of setting** Childcare - Non-Domestic

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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 Pan Nursery for children with special needs re-opened in 2011 due to a change of premises. It has been established since 1969. It operates from one large playroom and two smaller side rooms in a purpose built building in the May Bank area of Newcastle-under-Lyme. There is a fully enclosed outside play area. The nursery is open each weekday from 9.30am to 12noon and from 12.45pm to 3.30pm, 48 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 25 children aged from birth to five years old may attend the nursery at any one time. Currently there are 43 children on roll. Children attend on a part time basis.

There are seven members of staff, six of whom hold National Vocational Qualifications to at least Level 3. The setting receives support from Early Years advisors and works in partnership with other agencies.

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

Overall the quality of the provision is outstanding.

The needs of each and every child are precisely and professionally met through skilled staff, specialised equipment and effective multi-agency working. Children make fantastic progress given their starting points. Their needs are fully met as staff work professionally in partnership with parents and others to provide a holistic approach. The setting is exceptionally well managed and all policies and procedures are of a superior standard. All staff are fully focussed on continually developing the setting and ensuring children are given every opportunity to reach their full potential.

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

To further improve the high quality early years provision the registered person should consider:

- developing stronger links with local primary schools.

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

Safeguarding is given the highest priority and all staff are clear about how to deal with any concerns relating to a child's welfare. A number of staff have accessed specialised training in this area and noticeboards around the setting ensure that safeguarding is kept at the forefront of practice. A comprehensive written policy is in place to underpin the excellent practice. Individual risk assessments are in place for each child, to ensure that their particular needs are assessed and accounted for. For instance, each child has their own evacuation plan, based on their ability

to leave the building promptly in the event of an emergency. This ensures that staff are fully aware of how to assist each child and enable them to reach safety. Specialised equipment and staff knowledge of special needs ensures the environment is safe and secure for all children. Chairs, walking frames and tricycles with additional support are all used to help children with physical difficulties access the setting, while sensitive attention to detail makes the environment safer and more familiar to those with visual impairment. Contrasting colours are used to outline doorways and large equipment is kept in the same areas so children can feel secure and familiar in the play rooms.

There is a fantastic level of commitment at the setting, with all staff being extremely dedicated to helping children reach their full potential. They are effectively led by a strong management team who have successfully embedded drive and ambition throughout the setting. A highly detailed self-evaluation has enabled the setting to identify areas for future improvement and the keen and enthusiastic staff ensure that priorities are promptly addressed. All policies and procedures are in place and without exception, are of a superior standard. They are regularly reviewed to ensure they remain fully compliant with current legislation and any updates are promptly communicated to staff and parents.

The setting goes above and beyond all expectations to ensure parents are fully engaged in their child's care. Review meetings are regularly held to ensure that care plans remain up-to-date and key information is collected from parents to ensure that staff have a full understanding of the child's needs and background. This includes a home visit where appropriate. Parents are offered a range of other services. There is a dedicated parents room where they can meet other parents and relax or take part in courses put on by the setting such as baby massage. Staff also work in tandem with any other professional or care provider to ensure that each child is fully supported across settings. Staff visit other nurseries to help children access different provisions and take advice from specialists such as physiotherapists and speech therapists to work on areas for development. Transition from nursery to school is also supported as staff aim to work with reception class teachers prior to children moving up to school. Links with local primary schools are in their infancy following the nurseries move to the new building.

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

Children make fantastic progress at the setting. They are constantly engaged in fruitful activity as they benefit from the one-to-one support offered by skilled and dedicated staff. They are provided with a wide range of toys and resources that meet their learning and development needs. A fabulous sensory room is used to excellent effect and children squeal with delight as they watch the bubbles change colour in the tube or feel the fibre optic threads on their hands and face. Speech is encouraged as making sounds into a microphone makes lighting panels change colour. Children quickly make the link between their actions and the effect this has on their environment, even those with severe language delay make noises to activate the lights, thus developing their communication skills. A quiet room is used

for focussed activities. This is designed to reduce distraction and, consequently, children focus well on computer programmes or other activities provided for their development.

Children also benefit from adult-led activities such as trips into the community and outings to collect leaves and conkers from the park or ingredients from the local shops. They develop a full range of skills as staff work alongside them, skilfully interacting and promoting their learning through such events. Children develop knowledge and understanding of the world as they select and pay for their choices at a local cafe, make pancakes with ingredients bought from the local shops and tend to plants that they grow with staff supervision. Basic mathematic and communication skills are developed as they count out their money and discuss the activities they are undertaking. Independence is encouraged wherever possible. Staff assess children's individual levels of ability and provide plenty of support while still enabling children to do what they can for themselves. For instance, they are encouraged to use cutlery but a member of staff is always on hand to guide them. For those with specific problems relating to swallowing, time and care is taken to encourage children to get used to the feel of food on their lips and tongue. At all times staff are patient, kind and responsive to children's individual needs.

The staff observe children as they play. They track their achievements and ensure that any gaps in development are followed up through focussed activities. Staff understanding of individual need is particularly impressive as they fully understand each child's level of ability and are skilled at moving them on. For example, with a child with global delay, staff know that pushing a large ball across the floor to another child not only promotes social skills and communication but acts as an effective method to strengthen muscles in the elbow. Consequently, all children make excellent progress towards their individual goals.

Children are encouraged to behave well. Again, staff take an individualised approach, understanding that children with special needs potentially have additional reasons for seemingly inappropriate actions. For instance, they work patiently with blind children to stop them throwing unwanted items down, recognising that this often occurs as they cannot see where an item needs to be placed. Children's health is exceptionally well promoted as staff recognise that the immunity of some children is extremely fragile. Handwashing routines for both staff and children are precisely followed to reduce the spread of bacteria. Those with infectious illnesses are excluded in order to protect the well-being of others. Daily access to the outside area is available. Children have great fun running about, using tricycles, climbing up the slide and playing with balls. They develop their physical skills as they use the grassy area that is on a gentle gradient to promote their strength and co-ordination. They particularly enjoy going on the large swing that is accessible to all children regardless of their level of mobility. The combination of specialised equipment, specialised knowledge and kind, caring and professional staff means that parents describe the setting as 'an absolute Godsend'.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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