

# Peter Pan Nursery Gobowen

Inspection report for early years provision

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**Unique reference number** EY433835  
**Inspection date** 15/02/2012  
**Inspector** Mary Henderson

**Setting address** Robert Jones & Agnes Hunt District Orthopaedic Hospital,  
Gobowen, OSWESTRY, Shropshire, SY10 7AG  
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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 Gobowen first opened in 1987. The current owner registered in 2010 and registered again as a limited company in 2011. It is situated within the grounds of The Robert Jones and Agnes Hunt Orthopaedic Hospital, Gobowen, near Oswestry in North Shropshire. Children share access to an enclosed outdoor play area.

The nursery is registered by Ofsted to care for a maximum of 76 children in the early years age group. They are registered on the Early Years Register. Children come from the local areas. There are currently 142 children on roll in the early years age range. Children can attend for various sessions throughout the week. The nursery is open from 7am to 6pm, Monday to Friday, throughout the year. The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 26 members of staff, all of whom have early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff foster relationships with the children and their parents. Most relationships with other providers of the Early Years Foundation Stage are fostered. Most systems of self-evaluation are in place. The capacity to make further improvement is strong. The staff make use of most resources and equipment to meet the learning and development needs of the children. Risk assessment procedures are good.

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

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

- ensure parents are fully included in the self-evaluation procedures of the setting
- develop effective communications methods between all other settings to ensure that children's needs are met and there is continuity in their learning
- ensure children access the full range of resources and equipment during their child-initiated play-time.

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

Positive relationships between the staff and parents ensure that children's needs are identified and met. The staff have developed good relationships with other

providers of the Early Years Foundation Stage, however, this does not include all other providers caring for the children on roll. The staff make good use of all available space to ensure children can easily access the broad range of resources. However, resources, such as the computer, which is sited in a separate room, is not accessible to the children during their child-initiated play-times.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The self-evaluation systems in place include input from the children and the staff. However, they do not yet fully include all parents on roll.

Risk assessments are undertaken and include all outdoor areas, indoor areas and all outings involving the children. Children are safeguarded because the staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

Engagement with parents is good. There is verbal and written two-way exchange of information to ensure each child's needs are fully identified and met. Parents have free access to the policies of the setting and their child's learning and development files at all times.

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

Children are beginning to find out about their environment, identifying features and noticing the natural world. During local walks, older children enjoy talking about the rabbits in the spring and the mole hills they find in the winter. They like to run around on the grass and have lots of fun as they laugh and giggle with their peers and shout to them to join in as they roll down the grass embankment. As children climb the embankments, they recognise concepts of higher and lower than their peers. During the walks, children ask questions and notice the changing seasons as they talk about the rain and the wind. They talk about their findings as they notice the large wind sock and talk with one another about the air ambulance helicopter that landed during one of their planned outings on the field. They also like to collect leaves and sticks to take back for their afternoon craft session

Younger and older children find out about the world around them through local outings and visits to places of interest, including Park Hall Farm where they feed the baby lambs and join in with the Easter, Christmas and Halloween activities. Children's physical development is extended through access to various large equipment as they climb and balance and ride trikes and tractors on their outings to local parks and during their outdoor play activities at the setting. To extend children's interest of their local community, children visit the post office and shops. They visit the local pet shop where they buy fish food for their pet fish back at the setting. Children also visit the local old peoples' home where the residents judge their Easter bonnets and enjoy listening to the children singing to them. This also fosters children's sense of empathy. The children like to visit the animals at a park where they feed the ducks and talk about the donkeys, sheep and horses they see in the fields.

Children are beginning to learn about personal safety. They are reminded to stay nearby and hold hands on local outings and as they learn about road safety with the staff, who supervise them closely. Children show they feel safe and secure in their environment as they smile and giggle with one another and seek support and comfort from their key workers. They are introduced to visitors to ensure they continue to feel secure during changes to their routines.

The children learn about a healthy lifestyle as they talk about healthy food during meals times and through stories and activities. They plant, grow and harvest some of their own snack foods, including beans and tomatoes. The children enjoy a range of healthy options, which include meat, fish vegetables and fruit for meals and snacks.

Children's problem solving skills are extended as they explore various computer programmes that encourage them to look at numbers, calculation and shapes. However, the computer is not always accessible to the older children during their child-initiated play-times. Children's problem solving skills are further developed as they build using construction toys and put together train tracks with one another. Younger children and babies explore technology through battery operated push buttons toys with lights and sound, which extends their learning through their senses. Older children count in everyday situations, including counting one another as they line up after outings.

During planned activities and child-initiated play-times, children of all ages use paints and crayons to make marks and create their own pictures. Children's sense of belonging is fostered well because their art work and photographs are displayed for them and their parents in their play areas. The children are independent and make choices about what they want to do. They freely involve themselves in a range of creative and imaginary activities, such as rolling and cutting the dough, making three-dimensional models and playing with dolls and small world people.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment as they visit the residents of the local special adult needs setting with their key workers. The children play with a broad range of resources that reflects positive images of diversity, including positive images of disabled people. This is extended through food tasting, discussions and looking through story and reference books.

## 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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