

Peter Pan Day Nursery

1 Churchways Crescent, Horfield, Bristol, BS7 8SW

Inspection date

18/09/2012

Previous inspection date

08/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children behave well and are aware of behavioural expectations in the nursery.
- Staff help young children to label emotions by talking to them about their own feelings and those of others.
- Staff help children to coordinate actions to use technology.
- Children enjoy looking at books independently and with their friends.

It is not yet outstanding because

- Staff do not provide enough opportunities for children to help to tidy up after meal times.
- Staff do not provide enough opportunities for children to pour their own drinks and serve their own food.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in six play rooms and in three outside play areas.
- The inspector completed a joint observation with the manager of the provision in the baby room.
 - The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
 - The manager held meetings with the provider, two managers of the provision and three practitioners.
 - The inspector looked at children's assessment records and the nursery's planning documentation.
 - The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Sandra Croker

Full Report

Information about the setting

Peter Pan Day Nursery is privately owned. It opened in 1994 and operates from eight rooms in a large converted house. Children have access to three enclosed outdoor play areas. The nursery is situated in the residential area of Horfield in Bristol.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. There are currently 61 children aged from birth to under five years on roll. The nursery provides funded early education for two, three and four year olds. Children attend for a variety of sessions. Peter Pan Day Nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Peter Pan Day Nursery is open each weekday from Monday to Friday from 8am to 6pm. It is not open on bank holidays. There are 11 staff employed to work with the children; of these, three have early years qualifications at level 2, seven have early years qualifications at level 3, and one has an early years qualifications at level 4 or above. Peter Pan Day Nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create an outside environment rich in print and display numerals and shapes in purposeful contexts
- develop all outside areas to allow babies and toddlers maximum space to move, roll and explore in safety.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff effectively plan suitably challenging activities and experiences that meet the needs of all children. Children are interested to explore the activities and resources, showing good levels of concentration and playing purposefully. A key member of staff is effectively allocated to each child. This key person works diligently with the child and their parent to settle them. Information from parents ensures staff are able to meet children's individual needs. The nursery is able to provide a service inclusive to everyone. Staff have high expectations of all children based on accurate assessment of children's prior skills. Parents discuss the records of their children's learning. These 'learning diaries' show the strong understanding that staff have of children's individual needs and stages of development. Targets are set for children and parents contribute learning and development achievements.

The majority of practice is based on a secure knowledge and understanding of how to promote children's learning and development. All children are generally working comfortably within the typical range of development expected for their age. They are

progressing well towards the early learning goals.

Staff effectively encourage babies to clap along to simple rhythms as they sing enthusiastically. Babies excitedly choose the song by pulling out a character from it hidden in a bag. Staff positively interact with the children as they pass sand through their fingers and make marks on paper. Babies interact confidently with familiar staff as they share excitement whilst getting ready to go outside. Staff thoughtfully describe colours in jumpers and coats and count shoes to successfully promote children's thinking and discussion. Outside babies are interested in different sounds they create by banging different materials and rolling balls across a wooden box. Staff introduce the babies to the language describing these sounds. Babies competently press buttons on toys to create sound and movement and become absorbed in placing objects into containers. Babies are engaged in varied physical experiences inside. However, some of the outside space does not allow babies to move, roll and explore with as much freedom. Baby's explorations are restricted in some areas outside.

Staff talk enthusiastically to toddlers as they explore new ways of moving to music. Outside toddlers eagerly balance along a wooden beam, make marks on paper and use pretend tools in role play. Staff thoughtfully encourage toddlers to investigate features around them as they count cars parked outside in the street. Staff effectively use number with the children in their play as they count the steps up the slide. However, there is a limited display of numerals, text, shapes and patterns placed in a purposeful context outside. Staff enthusiastically read familiar stories to toddlers in an attractive book area. Toddlers eagerly build their vocabulary as staff use pictures to effectively help children communicate and describe their experiences. Toddlers excitedly connect their ideas about nests explaining they are in trees and that you find birds in them. Toddlers listen with interest to staff as they help the children explore their thoughts.

Staff competently support pre-school children to link confidently with each other as they describe how they feel during registration. Staff effectively plan opportunities for positive interaction between the children. For example, children collaborate well operating a programmable toy to move to different locations on an adventure map. Staff effectively introduce vocabulary to enable children to talk about their observations of the environment and to ask questions. Staff talk positively with the children about their strategies for getting to different places on the map. Children excitedly press the controls to move the toy forward and turn it in different directions. Children competently locate and complete simple programmes on the computer. Pre-school children recognise numbers well on coins that they use in role play. Staff effectively help children match the correct number of objects to the numbers that they recognise. Children eagerly explain how they are putting a small square into a bigger square as they put pegs into peg boards. There are appealing, well-resourced quiet areas for children to sit and read books. Children choose to enjoy books about families from different cultures which develop their good understanding of the world around them. Children have good key skills needed for the next steps in their learning, including going to school.

The contribution of the early years provision to the well-being of children

Parents know which staff member looks after their child and this well-established system helps children feel secure. Parents are greeted enthusiastically by staff at the beginning of a session and the same person greets them when they return to pick their child up. Toddlers know that they will spend time with a particular member of staff. For example, children thoughtfully sit with the same member of staff at snack time. Parents consistently know that this key person will be close by when their child is feeling anxious. Pre-school children relate well with their particular member of staff as they join them to count matching objects to numbers. Staff calmly support babies to settle when they are upset. Toddlers have clear boundaries demonstrated to them so that their behaviour is good. Staff show their concern and respect for pre-school children as they thoughtfully share feelings at group discussion time. Relationships are strong between children, and between children and staff, so that behaviour at the nursery is good.

Staff support babies to explore in safety as they become aware of their own bodies through varied physical activity. Staff are deployed well as the toddlers experiment with role play kitchen equipment. Toddlers engage in putting things into the microwave and taking them out again. They excitedly push a button on the cooker hob and the saucepan makes a noise as if cooking the food. Staff effectively support children to cooperate in their play and talk to the children about safety in the kitchen. Pre-school children gain a good understanding of risk as staff talk about the safe handling of tools as they prepare food. Children competently prepare fruit and vegetables to share with each other and staff talk about why they eat these foods to stay healthy. Children also discuss the food they eat at lunch-time and are developing a good understanding of why it is important to have a healthy diet. Children gain a good understanding of the need for physical exercise as they take part in rigorous movement sessions to music.

Children are competent at managing their personal needs relative to their ages. Staff thoughtfully praise the children as they remember to use the soap to wash their hands. Children are supported to know they wash dirt off their hands after using the toilet. They have a well-developed understanding of the need to clean hands before they eat their food.

Resources in the nursery are stimulating and create a welcoming environment. Staff help babies to positively interact as they take turns to push a button to create an animal noise. Staff then sing lively songs about the animals to interest the babies and encourage response. Older children enjoy construction toys and excitedly take dolls into their imaginary hospital to feed them and make them better. The resources both indoors and outside provide a good variety of experiences that develop children's growing independence and cooperation. All children at the nursery are well prepared for their next stage in their learning. Parent's report how pleased they have been with their children's transition between age groups.

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

The provider has a good understanding of her responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. The provider has a good knowledge of how to keep children safe and has a good understanding of the impact of any failures to comply with requirements. The appropriateness of all adults working with the children is checked and recruitment procedures are rigorous. Comprehensive policies and procedures support the daily running of the nursery to provide a safe and secure environment.

Staff have good understanding of child protection issues and the system to follow if they are concerned about a child. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Staff are aware of the process to follow in the event of an allegation of abuse being made against them. The nursery school is safe for the children due to an effective risk assessment procedure. Staff check that all accessible areas of the nursery school are secure. There are effective systems for performance management. Practitioners are monitored and an effective programme of professional development is helping practitioners to improve their knowledge, understanding and practice. Educational programmes are monitored during regular staff meetings and leadership and management have a secure understanding of how to help children to progress.

Leadership and management effectively monitor planning and assessment and individual children are targeted and gaps in learning closed. The provider has a good understanding of their responsibilities in meeting the learning and development requirements. Staff work closely with parents, external agencies and other providers to make a strong contribution to meeting children's needs.

The nursery has a good self-evaluation system to identify strengths and weaknesses in order to continue to raise standards. Staff have worked with the local authority advisors to improve practice. Continuous reviews of the quality of the nursery take place through discussion with children and parents. Leadership and management are confident about what the nursery needs to do to progress further and have been successful in making and sustaining improvements.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	107028
Local authority	Bristol City
Inspection number	813309
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	41
Name of provider	Ellen Dunk
Date of previous inspection	08/07/2009
Telephone number	0117 9355410

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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