

Peter Pan Nursery Gobowen

Robert Jones & Agnes Hunt District Orthopaedic Hospital, Gobowen, OSWESTRY, Shropshire, SY10 7AG

Inspection date

08/04/2013

Previous inspection date

15/02/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a warm and welcoming environment with use of a range of appropriate toys and resources.
- Children form secure attachments to their key person and other adults working in the setting. As a result, they are confident, happy and have a strong sense of belonging.
- Staff work well with parents, who are kept well informed about their children's achievements through regular discussions and termly progress reports. Consequently, the diverse needs of the children are met.

It is not yet good because

- The provider has failed to notify Ofsted of a significant event within the specified time scale of 14 days.
- Self-evaluation is not used effectively to best identify areas for development and improvement, and to incorporate the views of parents and children to fully support their achievements.
- The learning environment outdoors has not been fully optimised to incorporate all areas of children's learning and development. For example, to promote children's skills in expressive arts and design, communication, language and literacy.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities throughout the nursery in all five rooms.
- The inspector spoke with children, staff, the manager and the owner of the nursery at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents from information included in the recent parental questionnaire.

Inspector

Lesley Bott

Full Report

Information about the setting

Peter Pan Nursery Gobowen was registered in 2011 on the Early Years Register. It is situated in a separate building within the grounds of The Robert Jones and Agnes Hunt Orthopaedic Hospital in Gobowen, near Oswestry, Shropshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 30 members of childcare staff. Of these, 29 hold appropriate early years qualifications at level 2 and above, including one staff member with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 135 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop a clear plan to demonstrate a drive for improvement and take into regular account the views of parents, carers and children
- enhance further the outdoor area to fully allow children to take part in play and promote their skills in expressive arts and design, communication, language and literacy.

Inspection judgements

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

Children make satisfactory progress in the seven areas of learning. Observation records of children's achievements are suitably maintained by staff to identify the next stage in their learning. Staff make use of the Development matters in the Early Years Foundation Stage guidance to help track children's development and plan activities which are age appropriate for them. Staff can identify children's starting points and give a generally good account of each child's stage of learning. Parents are encouraged to become involved in their child's learning from the outset. They contribute information about their child's starting points at registration and are kept informed about their child's progress on a regular basis through parents' evenings and termly progress reports. All staff have a

generally sound understanding of next steps in children's learning and, as a result, planning is effective. Written plans are linked to children's assessments and mostly identify what children are expected to learn. Staff are aware of the Early Years Foundation Stage progress check at age two and are working with parents to gather information in order to complete this when required.

Children grow in independence as they take responsibility for simple tasks that interest them, for example, self-service at snack time, tidying away resources and being the 'helper' for the day. As a result, children become confident, independent and cooperative individuals, which prepares them for school or the next stage of their learning. Children benefit from a mix of structured adult-led activities and child-initiated free play. During art and craft activities, staff model the creative process. Children are eager to join in and take part in using paint, sticky tape and glue as they create models of aliens and rockets. Role play is popular and children dress up and play shop. They enjoy having their faces painted by the staff as they become a 'princess cat' for the day. The setting is beginning to work in partnership with other settings and professionals in the community, such as a local supermarket's liaison officer, to support children's development. Older children enjoy making red noses as part of the fundraising session. All children enjoy outdoor play with sand and water, and begin to develop their physical skills on the slide and bikes outdoors. However, there is scope to develop children's experiences in the enclosed outdoor area to promote their learning and development in expressive art, and communication, language and literacy.

Staff support younger children in their current interest in trains through developing their imaginary play in expressive arts and design. Activities are linked as children put the trains in the paint to decorate their train display with coloured train tracks. Babies and toddlers show their sense of well-being and self-esteem as they toddle over to the mirror to discover themselves and begin to notice their facial features.

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

Arrangements for ensuring that children and babies settle well when they begin at the nursery are generally good as staff obtain information about children's needs and routines from parents on their 'all about me' form. Staff work closely with parents on offering flexible settling-in sessions to help children develop bonds with their key person. There are clear arrangements in place to introduce children to different rooms within the nursery as they are given opportunities to visit before moving permanently. These arrangements help children to make a smooth transition from home to nursery, and when they move rooms.

Overall, children behave well and show increasing confidence and self-esteem, which is evident across the setting. Staff praise and encourage children through reinforcement of positive rules and being good role models. The environment is warm and welcoming to children. Resources are stored at a low level and children have access to these to support their independence and self-esteem. Snack and meal times promote children's social development, as they sit with their friends and staff. Older children have a rolling snack time, they know and understand when the 'snack bar' is open from the bell, and go to wash their hands before sitting down for their snack. They independently make a choice

from the healthy options available and pour their own water or milk before clearing their plate and cup away and leaving the snack area. As a result, children have opportunities to learn about their own safety. Children negotiate the risks safely for themselves as they manage the snack area, keeping it clean and clear for others.

A cooked lunch is provided from the hospital kitchen, and children enjoy healthy, balanced meals where all dietary requirements are taken into account and addressed. Older children often ask for second helpings and staff praise their healthy appetites, reminding them about growing strong and healthy. Older children access their own drinking water freely through water fountains, and babies are offered drinks through the day as staff support their progression from bottles to cups. Children take regular exercise outside and learn about healthy lifestyles, for example, all children have daily opportunities to walk around the hospital grounds as they look out for 'Percy', the hospital peacock.

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

Staff demonstrate a relevant understanding of their responsibilities in meeting the learning and development requirements. Activities are routinely evaluated and children's progress is suitably monitored by the early years lead practitioner and support from the local authority. Arrangements for safeguarding children are clear, regularly reviewed and understood by staff. This inspection took place following a notification by the proprietor of a complaint made about the behaviour of a member of staff. The inspection found the proprietor took the appropriate action and followed the complaints procedure with the parent. However, the provider has failed to notify Ofsted within the specified time scale of 14 days of this event. As a result, there is a breach of the safeguarding and welfare requirements.

Most safety aspects are addressed by staff. They practise the emergency evacuation procedure on a regular basis to ensure children are aware of what to do in an emergency. In addition, risk assessments are conducted on everything which a child may come into contact with to ensure they remain safe. Children are well supervised and are cared for by adults who are suitably qualified and vetted to ensure their suitability. Staff have supervision sessions at which they discuss training opportunities to broaden their knowledge. Children who speak English as an additional language receive appropriate support to ensure their needs are met.

Staff have a sound knowledge and understanding of partnerships with parents. An effective arrangement is in place to share information on a daily basis of the children's activities and routines. A termly summary is sent which tracks children's progress against the development bands to ensure that parents are aware of their child's progress. Parents are complimentary about the nursery, remarking in a recent questionnaire on good informative displays and communication from their child's key person. However, self-evaluation does not take into account the views of parents, staff and children to fully enhance improvements to support children's achievements over time. Staff are aware of

the importance of sharing information if a child attends other settings, and paperwork is in place to help children's smooth transition from nursery to school.

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 action. 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	EY433835
Local authority	Shropshire
Inspection number	907580
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	135
Name of provider	Peter Pan Gobowen Limited
Date of previous inspection	15/02/2012
Telephone number	01691404427

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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, which are usually the childminder's 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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