

# Peter Pan Day Nursery

1 Churchways Crescent, Horfield, Bristol, BS7 8SW

<b>Inspection date</b>	02/07/2013
Previous inspection date	18/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy, comfortable and demonstrate they feel secure when they are in the nursery.
- Children form attachments with the key person, and staff have a calm, caring approach towards all the children, which helps them to settle quickly in the nursery.
- Safeguarding requirements are met adequately and as a result, children's well-being is satisfactorily met.

### It is not yet good because

- Staff do not specifically plan activities for children based on what they already know and their interests. As a result, most activities provided for younger children are adult-led and children's interests are not progressed or developed.
- During lunchtimes, children's independence is not fully promoted and lack of effective staff deployment means that at times children are not well supervised.

## 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 activities in all play rooms and two of the outside play spaces.
  - The inspector had discussions with owner, manager, staff, children and parents.
  - The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, staff records, risk assessments, registers of attendance for the children and staff.

## Inspector

Hilary Tierney

## Full Report

### Information about the setting

Peter Pan Day Nursery opened in 1994 and is privately owned. The nursery is registered on the Early Years Register. The nursery operates from a large converted house situated in the residential area of Horfield, Bristol. Children have access to six playrooms and three enclosed outdoor play areas. The nursery opens each weekday from 8am to 6pm, except for Bank Holidays. There are currently 65 children in the early years age range on roll. The nursery provides free early education for children aged three and four-years. The nursery offers support to children who have English as an additional language. There are 14 members of staff, of whom, 10 hold appropriate early years qualifications, with one member of staff who has Qualified Teacher Status. The nursery also employs a cook, administrator and maintenance person.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme and ensure activities take into account the individual needs, interests, and stage of development of each child, and there is a balanced mix of adult-led and child-initiated play. Use this information to plan challenging and enjoyable experiences for each child to build on what they already know.

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

- review staff deployment during lunchtimes so staff supervise children effectively and promote children's independence consistently.

## Inspection judgements

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

Children are progressing adequately in all areas of learning and development. Staff complete observations and assessments on their key children, but although they plan next steps for each child they are not based on the children's interests or through child initiated activities. This means that activities provided tend to be adult-led, and do not provide enough challenge for many children. For example, children enjoy playing with musical instruments and sing songs, but many children did not choose to do this, it was suggested by staff. The staff then suggest that children might like to play having a picnic and take children into one room. Staff close the gate to the adjoining room which means that all

children have to take part in the picnic and do not have a choice to play with other resources. This limits opportunities for children to become active learners based on their own interests and ideas.

Children develop their personal, social and emotional skills satisfactorily. They enjoy talking to their friends and staff, and they sit and chat with staff at meal times. Children learn to share and take turns through careful direction from staff. Children indicate that they are very happy at the nursery and really enjoy their time with their friends. Children enjoy using the parachute with staff. They take turns running underneath laughing as the parachute falls on their heads. This shows they enjoy some of the adult led activities.

Children are developing their language skills adequately, as they interact with the staff. Children are encouraged to speak about their families and home life, which includes using and sharing their home language. Staff interact with children using clear words, which helps to develop children's early language skills. Children are happy and enjoy looking at books alone and with staff. Children sit happily and listen to stories, talking about what they see in the pictures. Staff who care for the younger children constantly speak to them about what they are doing and playing with, such as when young children play on a small slide and put their dolls down. The staff talk to the children about how they need to help their doll down the slide, by holding hands. Staff then help the children go down the slide by holding their hands. This means that staff are helping children to understand about when they need help and about their understanding of mathematical language such as down, on top and climb up.

Children are helped by staff to make the move to another room carefully, as they visit the next room with their key person for several sessions before they actually move rooms. This helps them settle with their new key person successfully. As a result, children make adequate progress in developing the skills, attitudes and dispositions they need to be ready for their next stages in learning, for example school or the next stage in the nursery.

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

Children are happy, comfortable and demonstrate they feel secure in their surroundings. They develop attachments with their key person, which helps them settle quickly and become confident in their surroundings. All staff have a caring approach towards the children in their care and as a result, children respond to them well. Children understand the rules of the nursery. The staff offer regular praise and encouragement to the children, and as a result, they are well behaved.

Most resources are easily accessible and overall, children are able to select what they would like to play with most of the time. High boxes of resources are in see-through boxes, which mean that children can see and request some toys if they choose. Resources reflect the diversity in the community and staff promote equality and diversity adequately. For example, staff work closely with parents to ensure that children who have a second language are fully included and their home language is acknowledged. This helps children

feel valued.

Children are beginning to learn about healthy lifestyles. The older children are able to develop their play both inside and outside and enjoy being able to wander freely to play on the decked area. For example, children enjoy painting with water on the chalkboard and seeing what happens to the chalk drawings when they add water. Children enjoy being able to climb, run and explore in one of the other enclosed play areas. Children are encouraged to wash their hands before meals and this helps them understand about suitable personal hygiene procedures. The older children are encouraged to develop their independence through helping to set the table at lunchtimes, but this is not consistent. For example, children get their own cups and cutlery, but staff pour the children's drinks and food is served to children. This means that children are not able to make a choice about how much food they would like on their plate and which food they would like.

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

The provider has a suitable understanding of their responsibilities in meeting the safeguarding and welfare requirements. Staff ratios are met adequately during the day, and both the manager and owner are supernumerary, so able to help cover staff lunches when required. However, during lunchtimes, staff deployment is not well organised to supervise children at all times. This means that some children become disruptive, by building a tower with their cups and pushing them over on to the floor.

The provider has a suitable understanding of their responsibilities in meeting the learning and development requirements. However, staff do not use information from their observations and assessments effectively to plan activities around children's interests and next steps. This means that children are not able to build on what they already know and that staff tend to provide more adult-led activities rather than allow activities to be child-led. This means children do not make the best possible progress.

There are suitable partnerships with parents and information is shared regularly between them and the staff. Regular parents' evenings and newsletters help keep parents informed about future events. Parents speak well of the nursery and the staff. Parents are happy with the care provided and the information shared with them. Partnerships with other settings and other professionals are developing satisfactorily. Information is shared with them regularly and local school teachers are invited to visit the children who will be moving up to their school.

Both staff and management have completed an evaluation of practice, which enables staff to contribute their ideas regarding any improvements to the nursery. Generally, the evaluation of practice has been effective, but it has not identified that staff are not confident in their observation and assessment of the children in their care. The nursery has made satisfactory progress since their last inspection and recommendations made have been completed. This demonstrates the nursery's drive to improve.



## 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

<b>Unique reference number</b>	107028
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	922461
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Ellen Dunk
<b>Date of previous inspection</b>	18/09/2012
<b>Telephone number</b>	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, 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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