

Peter Pan Centre

Hoon Avenue, Newcastle, Staffordshire, ST5 9NY



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| Inspection date | 10 December 2015 |
| Previous inspection date | 14 November 2011 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Staff are acutely sensitive to the individual and diverse needs of the children attending. Consequently, all children receive tailored support that meets their individual requirements which helps them to settle in well.
- The dedicated staff team value and respect the uniqueness of all children and their families. They have the highest expectations of children and work sensitively with parents in promoting their achievements.
- Children make substantial and/or sustained progress in relation to their starting points taking into account their disabilities, general health and the length of time they attend.
- Staff are extremely vigilant with regards to each child's health needs and are highly responsive to any changes to secure their welfare and well-being.
- Safeguarding remains at the forefront of everything staff do. They work extremely closely with parents and other professionals working with the children to reduce any risk of harm to children.
- The manager and staff show excellent commitment. They take the lead in ensuring children receive excellent levels of support, sharing information and ideas for effective practice with the other settings that they attend.
- Highly effective leadership and a shared team goal to maintain excellence means that the setting has built on their previously outstanding performance. Self-evaluation and staff performance management processes are exemplary and are used astutely to drive continuous improvement.

What the setting needs to do to improve further

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

- build on the excellent reflective approach to continually raise the high-quality practice and maintain the very best outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She held a meeting with the manager and one of the trustees.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is outstanding

There are excellent systems to manage underperformance and monitor staff's practice and only the highest standards are acceptable. As a result, teaching is excellent. Arrangements for safeguarding are effective. There is a clear focus on intervening early to help secure children's welfare and safety. Staff are well informed and offer parents excellent care, guidance and support. There are excellent partnerships with other professionals working with the children. For example, each child's targets and achievements are shared and best practice is discussed to ensure all parties are working to the same high standards. The highly committed manager uses the latest research and theory to help influence staff's practice. She promotes a culture of learning, with staff testing new ideas to help them continually extend their practice. The manager recognises the need to continually reflect on ways to improve outcomes for every child. For example, she has identified, on occasions, some of the more-able children may benefit from increased opportunities to interact with each other and is looking at ways to facilitate this.

Quality of teaching, learning and assessment is outstanding

Staff are highly qualified and extremely knowledgeable about the children's individual needs and requirements. They identify precise targets for every child which are often jointly set with other specialist professionals working with them. This results in a targeted package of support which staff diligently deliver. Staff plan an exceptional range of activities and experiences around all areas of learning. They ensure children have plenty of opportunities for exploration through a broad range of sensory play opportunities. Each child benefits from one-to-one care from a member of staff for the duration of the session. Staff and children clearly enjoy the time they spend together. Staff have high expectations of children. For example, they provide increased opportunities for the more-able children to increase their mathematics and literacy development in readiness for school.

Personal development, behaviour and welfare are outstanding

All children are happy, fully included and valued. The nurturing staff team place a clear focus on promoting children's personal, social and emotional skills and physical development. Any challenging behaviour is dealt with sensitively and consistently to help children understand why it is unacceptable. Staff help children to learn about the needs of others and differences within the group. Routines, such as snack time, are used extremely well to help children communicate their needs and increase their independence. Children benefit from a healthy snack. Detailed risk assessments are in place in relation to the specialist equipment used. Individual risk assessments are used to identify children's medical needs and secure their well-being.

Outcomes for children are outstanding

Children only attend once a week for a two-hour session. Despite this, they show a real sense of belonging and have close relationships with their assigned key person. Children make sustained progress from their starting points and are extremely well prepared for their next stage of learning, including school.

Setting details

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| Unique reference number | EY418014 |
| Local authority | Staffordshire |
| Inspection number | 850075 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 25 |
| Number of children on roll | 51 |
| Name of provider | Peter Pan Nursery |
| Date of previous inspection | 14 November 2011 |
| Telephone number | 01782715219 |

Peter Pan Centre was registered in 1969. It operates from a separate purpose built building in the grounds of Merryfields Community Special School in Newcastle-under-Lyme. The nursery employs seven members of childcare staff. Of these, three hold a qualification at level 6 in early years and the others hold a qualification at level 3. The nursery opens Monday to Friday, 48 weeks of the year. Sessions are from 9.30am to 12 noon and from 12.45pm to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers care for disabled children and those with special educational needs.

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