

Peter Pan Nursery Gobowen



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

Inspection date

8 March 2016

Previous inspection date

8 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. Staff understand how young babies and children learn, and effectively build on their interests, promoting an enthusiasm for learning. Children's development is regularly assessed by staff to ensure any gaps in development are quickly identified and addressed.
- Children are well cared for and enjoy warm interactions with staff. They develop good language skills and are confident in expressing their needs and ideas. They communicate well with each other and display strong social skills, helping them to be ready for the eventual move on to school.
- Staff work effectively with parents and other professionals to ensure that information about children's progress is shared. This enables all parties to work together to consistently support children's care, learning and development.
- The management team is committed to driving up standards. They regularly reflect on the quality of their provision, taking into account the views of parents and children. They have made significant improvements since the last inspection to ensure that all children benefit from good quality care and learning experiences.

It is not yet outstanding because:

- When working with mixed ability groups of children, staff do not always provide a wide enough range of challenge so all children are fully able to extend their skills.
- Staff supervision sessions are not sharply focused on the impact of teaching to identify ways to increase the rate of progress for all children.

What the setting needs to do to improve further

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

- improve the planning for mixed-group activities so that all children are encouraged to reach the highest level of achievement possible, based on their individual abilities
- identify and access professional development opportunities that help staff build on their teaching skills and continually improve learning experiences for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed activities in the baby, toddler and pre-school rooms and talked with the manager, her staff and children at appropriate times throughout the inspection.
- The inspector observed a pre-school routine and jointly evaluated this with the lead practitioner.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of staff, observation and assessment documentation and the safeguarding procedures.
- The inspector took account of the views of parents spoken to during the inspection and as provided in documentation.

Inspector

Patricia Pickens

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and lead practitioner have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities. They successfully monitor the educational programmes to ensure children receive a good range of learning experiences. They oversee children's progress to ensure any gaps in development are being addressed. The manager and lead practitioner work effectively in partnership with parents. They discuss any concerns and ensure that children are provided with additional support from other professionals if required. Staff performance is monitored and training is provided to ensure all staff are competent in their roles.

Quality of teaching, learning and assessment is good

Staff assess children regularly and have a good understanding of their abilities. A wide range of play opportunities is then provided based on children's interests and next steps in learning. There are excellent opportunities for babies and children to extend their language development and social skills during activities. Staff respond to their attempts at communication, helping younger children to correctly pronounce words and express themselves. Staff model language effectively, praise children and allow time for them to respond. They provide high-quality information about children's learning to parents. This enables parents to extend their children's learning at home. Babies explore a stimulating environment, confidently investigating a range of materials and textures. Young children create a rocket from natural materials, imaginatively creating 'fire' as they launch it to the moon. Older children learn mathematical concepts during their daily routines, such as counting the buttons on their coats. Staff organise activities well, giving children plenty of time to follow their own ideas, concentrate and develop critical thinking.

Personal development, behaviour and welfare are good

Children settle well in the calm environment. They demonstrate that they feel safe and secure, confidently accessing resources independently. They build positive relationships with others as they follow the good example of staff. Children have time to talk and be listened to, and they learn how to be respectful and kind. Staff ensure children play safely through close supervision. They encourage children to eat healthy meals and talk to them about healthy choices. Staff manage behaviour positively by using praise and encouragement. They are consistent in their approach which helps children to understand what is expected. As a result, children's behaviour is good. Children enjoy daily opportunities for exercise in the garden, promoting their health and well-being.

Outcomes for children are good

Children are making good progress and are well prepared for the next stage in their learning, including the move on to school. They develop self-help skills as they dress themselves for the outdoors and meet their own personal needs, relevant to their age and stage of development. They demonstrate a growing understanding of how to relate to others positively, accepting similarities and differences. Children are developing good literacy and language skills. They are inquisitive and motivated to learn.

Setting details

Unique reference number	EY433835
Local authority	Shropshire
Inspection number	1027942
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	76
Number of children on roll	105
Name of provider	Peter Pan Gobowen Limited
Date of previous inspection	8 April 2013
Telephone number	01691404427

Peter Pan Nursery Gobowen was registered in 2011. The nursery employs 30 members of childcare staff. Of these, 29 hold relevant qualifications at level 3 and level 2. The lead practitioner holds a Foundation Degree in Early Years Education. The nursery operates Monday to Friday all year round, from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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