

# Peter Pan Day Nursery

Peter Hall Lane, COOMBE FIELDS, Walsgrave on Soave, Coventry, West Midlands,  
CV2 2DR



## Inspection date

Previous inspection date

16 December 2016

26 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager fully understands her responsibility to meet the requirements of the early years foundation stage. A range of documentation and records is effectively implemented. Children's welfare, safety and learning are promoted.
- Children make good progress in their development. Staff understand how children learn. They make good use of what they know to provide a range of interesting and exciting activities that promotes the individual next steps in children's learning.
- Staff are warm and friendly. They get to know children and their families well. Children form close relationships with key staff who ensure their individual needs are sensitively met. Children are happy, settled and content attending the nursery.
- Managers and staff promote equality and diversity well. They ensure that the provision is welcoming and inclusive. Children learn about their local community and the wider world. Staff promote acceptance, tolerance and respect.
- Partnership working is good. A two-way flow of information is shared with parents, other providers and relevant professionals. Children benefit from good continuity in their care and learning between all those involved in their lives.

### It is not yet outstanding because:

- Managers do not consistently monitor the progress of different groups of children to determine if any one group is more or less advantaged. They are unable to use the information obtained to help promote children's development at the highest possible level.
- Managers do not yet make the most effective use of evaluation processes to help enhance the quality of the provision to outstanding. They do not consistently set the most ambitious targets for the future that are clear to all those working in the nursery.

## What the setting needs to do to improve further

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

- monitor the progress of different groups of children consistently and use the information obtained to help promote their development at the highest possible level
- strengthen evaluation processes and set even more ambitious targets for future improvement that are clear to all those working in the nursery to help enhance the quality of the provision to outstanding.

### Inspection activities

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

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and all staff have a sound understanding of child protection issues. They are alert to all the possible indicators a child may be suffering abuse and know how to respond appropriately. Daily risk assessments are undertaken to ensure that the environment is clean, safe and secure. This helps to protect children from different types of harm. All staff are well qualified. They receive effective supervision to improve their practice. They benefit from a range of professional development opportunities to continually enhance their skills. This has a positive impact on outcomes for children.

### Quality of teaching, learning and assessment is good

Staff are good teachers. They routinely observe and assess children's development. Staff skilfully adapt activities to meet children's individual learning needs. For example, babies greatly enjoy sensory experiences. Staff provide them with opportunities to explore a range of different materials at their level, such as flour, sugar and glitter. Staff show babies how the materials can be used, manipulated and combined in different ways. This helps to build on their exploratory skills and understanding of the world. Older children enthusiastically participate in creative activities. Staff help them to make Christmas baubles out of card and draw or colour Christmas figures on paper. Staff model what to do and encourage them to have a go independently. This helps to build on their imaginative skills. Managers have a good overview of the progress individual children make. Children requiring additional support are promptly identified and benefit from the help they need.

### Personal development, behaviour and welfare are good

Children's physical well-being is promoted. They benefit from opportunities to learn about the importance of living a healthy lifestyle. For example, the nursery has a large allotment at the bottom of the garden and children take part in planting and growing their own fruits and vegetables. Staff talk to children and their families about the importance of good nutrition and eating well. Staff ensure children benefit from access to a vast amount of fresh air. Children delight in playing outside. They spend time playing games that require them to practise moving in a range of ways, such as running around, exploring large musical instruments or riding on wheeled vehicles. Staff also ensure children adopt good hygiene routines, such as washing their hands before meals or after using the toilet.

### Outcomes for children are good

Children are becoming successful learners and acquire all the skills they need ahead of moving on to school. Children are confident. They are motivated and inspired to play, explore and learn. Children are also very independent. They select activities and resources without help and soon learn to manage their own care needs. Children's communication and language skills are developing well. They quickly learn to speak clearly to be able to express their needs or wants and share their thoughts and ideas. Children behave very well. They listen carefully and follow instructions from staff. They are polite, kind and caring. They also learn to socialise well and play cooperatively with others.

## Setting details

<b>Unique reference number</b>	200712
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1063637
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Gillian Stocks & Denise Taylor Partnership
<b>Registered person unique reference number</b>	RP523016
<b>Date of previous inspection</b>	26 March 2013
<b>Telephone number</b>	02476 613997

Peter Pan Day Nursery was registered in 1995. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery is open 51 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

