

Peter Pans Day Nursery

2 Thomas Barnardo Way, Barkingside, Ilford, Essex, IG6 1FY



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|--------------------------|----------------|
| Inspection date | 29 May 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 managers monitor individual children's progress effectively. They establish professional relationships with many external agencies to support children. All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress from their starting points.
- Self-evaluation is good. Managers are clear about the setting's strengths and weaknesses. For example, they have supported the staff to develop their teaching skills and strengthened the educational programme for mathematics.
- Children quickly build secure relationships with staff who are friendly and caring towards them. Children are independent, confident and eager to explore their surroundings.
- Staff support children effectively during transitions to and from other settings, and when moving on to school.

It is not yet outstanding because:

- Although staff work well with parents and inform parents of their child's progress and achievements, they do not consistently provide opportunities for them to support their child's learning at home.
- At times, staff do not use their knowledge of children's next steps in learning to support children even further during play opportunities.

What the setting needs to do to improve further

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

- extend ways to involve all parents more fully in their children's learning
- support staff to use consistently their good knowledge of children's next steps in learning to extend their progress even further.

Inspection activities

- The inspector talked with parents, the provider, staff and the children at appropriate times during the inspection.
- The inspector observed the staff's interactions with children during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance documents and other relevant documentation.
- The inspector undertook a joint observation with the deputy manager.
- The inspector had discussions with the provider about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are alert to any possible signs of abuse or children who may be at risk of extreme views and behaviours. They know what action to take if concerned. Staff carry out thorough risk assessments and remove any hazards, to maintain children's safety. Overall, managers monitor staff's practice well and support staff to develop their professional practice. For example, recent training has helped staff to keep updated about new safeguarding policies and procedures, to help maintain children's well-being. Staff have regular opportunities to share their ideas. For example, they discuss strategies to move forward to help improve outcomes for children. Managers implement robust procedures to ensure the safe recruitment and ongoing suitability of all staff.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments to identify any gaps in children's learning and help to close them quickly. Staff support children's awareness of mathematics well. For example, children organise, categorise objects in piles, and weigh them. Children make comparisons between quantities and use language, such as 'more' and 'a lot'. Staff encourage babies to develop their physical skills effectively. For instance, babies pull themselves to standing holding onto adults' hands and take a few steps independently. Babies pass toys from one hand to the other. They hold large writing tools and enjoy making marks on paper. Staff help children to develop their literacy skills. For example, older children give meaning to the marks they make as they draw and paint. They enjoy handling books and listening to familiar stories.

Personal development, behaviour and welfare are good

Children learn about the importance of leading a healthy lifestyle. For example, staff talk to children and reinforce the good effects of eating a balanced diet. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of behaviour. Children develop good social skills, such as sharing and taking turns. They demonstrate respect for each other and staff. Staff support children's personal care needs effectively. Children develop good hygiene practices, such as toileting and handwashing. Younger babies' physical and emotional needs are met well.

Outcomes for children are good

Children are well prepared for their next stage in learning and their move on to school. Older children initiate conversations and listen to what others say. They are confident to speak to others about their lives, interests and opinions. Babies eagerly explore toys and the environment around them. Children sing familiar songs and rhymes, and enjoy listening to music. Younger children show curiosity and find out how things work.

Setting details

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| Unique reference number | EY500699 |
| Local authority | Redbridge |
| Inspection number | 1050387 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 4 |
| Total number of places | 41 |
| Number of children on roll | 61 |
| Name of registered person | Peter Pans Day Nursery Limited |
| Registered person unique reference number | RP906483 |
| Date of previous inspection | Not applicable |
| Telephone number | 02085512757 |

Peter Pans Day Nursery registered in 2016. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two years. There are 15 members of staff who work with the children, all of whom hold appropriate early years qualifications from level 2 to level 5.

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.

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