

Peter Pan Nursery Gobowen

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



Inspection date	20 August 2018
Previous inspection date	8 March 2016

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

The provision is good

- The provider is committed to providing good standards of care and learning for children. She uses the views of others to help to identify ways to promote continual improvement.
- Staff effectively use their monitoring of children's learning to identify gaps. They sensitively discuss their concerns with parents and seek additional help for children when needed. This helps children to reach the typical levels of development over time.
- Staff's interaction is good. Those working with the youngest children read stories to them. This helps to encourage babies to point and make gestures. Staff in the pre-school encourage give children time to respond to the questions that they ask.
- All children are happy, content and feel secure. The standard of care is good. Staff are nurturing and very attentive to children's needs, especially babies.

It is not yet outstanding because:

- Some room leaders do not monitor their staff closely enough. They do not consistently provide highly effective mentoring to help to tackle inconsistencies in practice and to raise the overall quality of teaching to an even higher standard.
- Key persons do not encourage all parents to share detailed information about their children's learning from home when they start and throughout their time at the nursery.
- Staff do not regularly exchange information with the providers of other settings that children attend, to promote consistency in their learning fully.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff's practice to tackle the minor inconsistencies in their practice effectively and to help to build on the already good-quality teaching
- encourage parents further to share more information about all their children know and can do and use this to inform ongoing assessment fully
- use the already established relationships with the providers of other settings that children attend, to exchange information regularly and promote consistency in children's learning fully.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school supervisor.
- The inspector held meetings with the deputy manager and provider. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed the written feedback of parents and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is good

Staff effectively use the information from professional development to help to enhance children's learning. For example, they have recently attended training and used the knowledge gained to implement a visual routine to help children to understand the order of routines. Safeguarding is effective. The provider checks all staff through robust vetting procedures to help to ensure they are suitable to work with children. Staff who have overall responsibility for child protection attend relevant training. They disseminate their knowledge fully to all staff to help them understand how to report a concern about a child's welfare.

Quality of teaching, learning and assessment is good

Key persons know children well. They use information from their detailed observations and assessments to provide activities that promote children's good development. The activities are enjoyable for children. For instance, staff working with the toddlers lead whole-group singing and dance sessions, outside. Children sing loudly, participate fully and move their bodies in different ways. Staff teach children the skills they need for the next stage in their learning, including school. They help them to count with blocks and recognise different colours. Staff are skilled at building on children's interests. For example, they read children familiar tales that children like, such as 'The Three Little Pigs'. Staff then leave the props from the story and the book out for children to retell it themselves.

Personal development, behaviour and welfare are good

Staff use the toys and resources well to support children's learning. For example, in the garden, staff encourage children to explore how water moves down guttering fixed to a fence. They provide containers for children to fill with water and pour down the guttering. Children show a strong fascination in how the water goes from the top to the bottom. There are very few incidents of unwanted behaviour because children cooperate with rules, understand boundaries and know how to be kind to others. Staff effectively promote children's healthy lifestyles.

Outcomes for children are good

Children develop good levels of independence. Before children start school, they are toilet trained. Toddlers can feed themselves and babies learn how to select their own toys with which to play. All children make good progress from their starting points. Children who speak English as an additional language have the expected communication and language skills for their age. They are confident enough to talk in a group and share their understanding of what the word 'strong' means. Children have good literacy skills. They can draw the letters of their name in shaving foam and link sounds to the letters they represent in words.

Setting details

Unique reference number	EY433835
Local authority	Shropshire
Inspection number	10065818
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	76
Number of children on roll	148
Name of registered person	Peter Pan Gobowen Limited
Registered person unique reference number	RP902531
Date of previous inspection	8 March 2016
Telephone number	01691404427

Peter Pan Nursery Gobowen registered in 2011. The nursery employs 28 members of childcare staff, all of whom hold relevant early years qualifications at level 2 or above. The nursery is open Monday to Friday from 7am until 6pm, all year round, except for bank holidays and one week between Christmas and New Year. It receives funding to provide free early education for three- and four-year-old children.

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