

Inspection of Peter Pan Nursery Gobowen

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

Inspection date:

11 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children and babies are happy, settled and enjoy the opportunities to play with their friends. They form close bonds with the staff, who are kind and nurturing. Children gain some knowledge and skills that prepare them for school and the next stage of their learning. However, there are some inconsistencies in the quality of the education that the children receive, which hinders the progress that they can make.

This said, children benefit from opportunities to be physically active, indoors and outdoors. They all access the well-resourced outdoor areas. Younger children enjoy visits around the hospital grounds and the opportunities to run in a large open space. Babies build the confidence to crawl up and down a low-level cushioned ramp. Toddlers learn to climb a short flight of steps and then travel down a slide. Older children use climbing ropes and know how to transfer their body weight to use a swing.

Staff help children to understand the rules and boundaries. They provide clear instructions and gentle reminders for children when needed. Children behave well and quickly adjust their behaviour, such as at times when they become over excited. Older children cooperate well and work together on shared projects, such as building a tower or filling a bucket with water.

What does the early years setting do well and what does it need to do better?

- Leaders have not reflected well enough on the quality of the service they provide. Although they monitor the quality of teaching, this has not helped them to identify and address weaker areas of staff practice.
- Staff receive regular supervision and training. Recent training has supported them in using effective strategies to support children to manage their feelings and behaviour. However, the support that leaders provide to staff has not been targeted well enough to ensure that all staff received the guidance they need to improve their teaching skills.
- The manager has developed a curriculum that is well sequenced and designed to help children to build on what they know and can do. However, she has not identified that some staff do not use the curriculum to help them to deliver age-appropriate learning experiences to the children in the baby and two-year-old rooms. Although children generally enjoy the activities and are well motivated, some teaching is not matched effectively to children's learning needs, which hinders the progress they make.
- The manager and staff monitor children's progress. This includes completing the progress check for children aged two and identifying children with special educational needs and/or disabilities (SEND). However, staff do not consistently

use their observations of children's achievements to identify what they need to learn to progress their knowledge and skills further. This means that children are not supported well enough to achieve their full potential.

- This said, the special educational needs coordinator demonstrates secure knowledge of her role. She has effective arrangements in place to ensure that timely referrals are made to ensure that children with SEND receive targeted support from outside agencies. In addition, she supports staff to implement an intervention programme for the older children to support those who have speech and language delay.
- Children in the two- to three-year-old room benefit from a better quality of teaching. Staff support their listening skills well and children experiment with sounds they can make with musical instruments, such as adjusting the volume from loud to quiet. Staff follow children's play interests well and help them to develop their thinking skills. For example, children decide what they will need for a tea party. Children decide they will need food and should set everything up on the floor.
- Parent partnership working is effective. Parents value the regular updates that staff provide through daily discussions, summary reports and daily updates. Parents speak positively about the service provided.
- Staff supervise children well as they play and meet their care routines. Staff are flexible with daily routines to accommodate the individual needs of babies and children, such as ensuring they can sleep when they need to.
- Staff support children's health well. This includes following effective hygiene routines at mealtimes and during nappy changing. Children learn about the importance of regular handwashing. They enjoy nutritious meals, snacks and healthy drinks.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all the required measures are in place to keep children safe. Staff complete regular checks to identify and minimise hazards to children. They are vigilant about keeping doors and gates secure. Staff know how to minimise risks to children who are sleeping and supervise children well. Leaders and staff understand signs and symptoms that may indicate a child is at risk of harm and neglect. They know how to report any concerns to the local safeguarding partnership. Leaders implement effective policies for managing the electronic devices that staff use in the setting to log information about children. They take all the required action for managing allegations about staff and checking staff's suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the monitoring of staff practice and provide them with effective coaching, training and support to raise the quality of teaching to a consistently good level	11/08/2023
support staff to understand and implement the curriculum, so they have consistently ambitious and realistic expectations for all children	11/08/2023
support staff to improve the use of their observations of children's play to plan purposeful learning experiences that match their stage of development and help children to build on their existing knowledge and skills.	11/08/2023

Setting details

Unique reference number	EY433835
Local authority	Shropshire
Inspection number	10290708
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	76
Number of children on roll	150
Name of registered person	Peter Pan Gobowen Limited
Registered person unique reference number	RP902531
Telephone number	01691404427
Date of previous inspection	20 August 2018

Information about this early years setting

Peter Pan Nursery Gobowen registered in 2011. The nursery employs 27 members of childcare staff, of whom 25 hold relevant early years qualifications at level 3 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 two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and babies interacted with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the manager and deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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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