

Inspection of Peter Pan Preschool

30th Signal Regiment, Gamecock Barracks, Bazzard Road, Bramcote, NUNEATON,
Warwickshire CV11 6QN

Inspection date: 19 August 2024

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not assured. Management have not followed the nursery's safeguarding procedures to ensure that children remain safe. That said, children enjoy their time in nursery. Staff comfort children where needed and engage them in activities, providing resources that they know children enjoy. This helps children to settle and captures their interest. Children confidently explore their environment. They relax into the nursery routine and interact with staff and their peers. Younger children are animated as they look through photographs of themselves and their families. Staff use this time to encourage children to name and talk about the special people in their lives.

Staff plan a curriculum which continually builds on children's interests and what they can already do. Parents play an active role in helping to develop the learning for their children. They share their own observations of their child's emerging interests and the skills they are developing at home. Staff are attentive to children's needs and provide lots of support and encouragement to help children complete tasks.

Interactions between staff and children are good. Staff help to develop children's language and communication skills, introducing new words and encouraging repetition of simple language. They ask parents whose first language is not English to share key words in their home language, which staff can use with the children. They show children corresponding items, such as a nappy when they are going to be changed. This helps children to understand what is going to happen and builds their understanding of the words. Children enjoy listening to stories and singing songs, which supports their language development even more.

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

- Although there is a safeguarding policy in place that provides information about the procedures to follow if leaders and staff have a concern about a child in their care, leaders have not implemented this in practice. They do not always recognise when there are safeguarding concerns about a child or the need to take further action when additional issues are identified. Consequently, some concerns are not raised with the relevant agencies swiftly enough. Furthermore, records relating to safeguarding are not accurately maintained. This places children at risk. That said, other staff demonstrate a clear knowledge of the signs that may indicate that a child is at risk of abuse and neglect.
- Clear procedures are in place for the safe recruitment of staff. Induction processes ensure that staff build a clear knowledge and understanding of the routines of the nursery. Policies and procedures are shared with staff and parents. Leaders monitor staff's teaching practice. Professional development

opportunities are identified and accessed to build and maintain staff's knowledge and skills. Regular staff meetings enable staff to share information, skills, and ideas.

- Children are supported to understand the importance of being kind to one another and to share and take turns. Gentle reminders are given to children and minor incidents of behaviour are dealt with sensitively. Staff recognise and praise children's good behaviour, which helps build their confidence and self-esteem.
- Children relish spending time outside in the fresh air. They excitedly look for worms and different insects in the mud. Children mix water into the soil to see if it makes the worms come to the surface. They enjoy stamping in the wet soil and use various spades, forks, and trowels to dig. Younger children enjoy walks to visit the chickens and horses on the site. Older children enjoy looking for birds and listening to the sounds they make. They collect leaves, feathers, and various size sticks. Children are fascinated by the ladybirds they find. Staff support them to count how many dots the ladybirds have on their backs.
- Younger children spend time carefully choosing and placing different facial features, teeth and hats onto potato shaped bodies. They enjoy pushing coloured bobble shapes in and out of activity toys, and carefully stand large dinosaurs alongside each other. This helps build their fine motor skills and coordination. Children proudly show staff and visitors what they have done.
- Staff ensure that children are fully aware of changes to their routine. For example, they allow them plenty of time to finish playing before they eat their lunch. Children wash their hands before sitting at the table to eat. However, older children have to wait a considerable time for their meal and they become bored and restless. Some move away from the table and start looking for things to do, while others become irritable and tired which impacts on their behaviour.
- Children enjoy freshly prepared meals. Individual dietary requirements are known and catered for. However, children are not provided with the appropriate cutlery and utensils to enable them to eat their food and develop their self-care skills. For example, children are only given a fork to eat with. In addition, drinks are given in bottles regardless of children's age. This does not provide the opportunity for older children to develop their skills using a cup.
- Children with special educational needs and/or disabilities are supported well. Staff complete observations of children to identify potential gaps in learning. They help parents to seek any additional support their child may need. This ensures children make the best progress from their starting points.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
ensure that any concerns about children are recorded accurately and reported to the relevant agencies in a timely manner, and that any subsequent concerns are also shared.	13/09/2024

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

- review the organisation of daily routines to ensure that they do not impact on children's learning and play
- consider the appropriateness of the cutlery and drinking utensils provided for children during mealtimes, to promote children's self-help skills and independence even more.

Setting details

Unique reference number	EY263407
Local authority	Warwickshire
Inspection number	10362689
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	42
Name of registered person	Peter Pan Pre-School Bramcote (MOD) Committee
Registered person unique reference number	RP521473
Telephone number	01455 222372
Date of previous inspection	7 November 2022

Information about this early years setting

Peter Pan Preschool registered in 1994 and is in Nuneaton. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications between level 3 and level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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