

Peter Pan Day Nursery

Peter Hall Lane, Coombe Fields, Walsgrave on Sowe, COVENTRY, West Midlands, CV2 2DR

Inspection date	26/03/2013
Previous inspection date	21/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good in the nursery and an interesting range of well-planned activities supports children's learning effectively so that they make good progress.
- Staff are fully committed to continuous improvement, as there is effective monitoring of teaching and planning. Good self-evaluation processes ensure that areas for improvement are targeted in order to improve children's learning outcomes.
- Children are safe, as staff understand and implement very effective policies and procedures and have a good knowledge of child protection.
- Effective partnerships with parents and carers and other professionals mean that all children's needs are well met and their learning is well supported and enhanced in the nursery and at home. Children are very happy and secure at this welcoming nursery as the caring staff have very good communication with parents.

It is not yet outstanding because

- There is more scope to improve the organisation of some rooms to provide a more inviting environment with child-accessible resources, so that children develop their independent choices and individual learning styles more effectively.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four play rooms, including a joint observation with the deputy manager of the provision.
- The inspector held meetings with the deputy manager of the provision.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Peter Pan Day Nursery was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated approximately two miles from the village of Brinklow, between Rugby and Coventry, and operates from a converted stable block. It is managed by the owners. It serves the local area and is accessible to all children. The nursery opens Monday to Friday from 8am to 6pm all year round with the exception of bank holidays. There is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at Levels 2 and 3. Children attend for a variety of sessions. There are currently 27 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

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

- improve the organisation of some rooms to provide a highly stimulating environment with child-accessible resources so that children make more independent choices as they develop their own learning styles.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff work very well together to plan purposeful and developmentally appropriate activities for children. Younger children are based in a ground floor room and their ages range from six months to two years. Children between two and four years are based on the first floor and have the use of four rooms. Staff obtain detailed information from parents and carers about what children can do when they start at the nursery. They use this information effectively as a starting point on which to build. Staff observe children and use the detailed information to plan well-thought-out activities which take account of children's interests and include the next steps in their learning. This means that all children make good progress and are enthusiastic in their play and learning. A wide range of resources is used mostly effectively to support children's learning, especially in the baby room. However, not all the rooms are inviting enough for children and do not all provide them

with enough opportunities to choose their own toys from easily visible and accessible storage units. This does not give children sufficient opportunities to make independent choices or to fully develop their own learning styles.

Parents and carers speak to staff each day and share information about their children's routines and achievements. Staff display photographs of children's activities in the entrance hall so that parents are kept up-to-date with current themes. They receive a booklet about the Early Years Foundation Stage, which informs them about how children learn through play and about the nursery procedures. Parents can see and contribute to their child's progress records at any time and are encouraged to enhance and support their learning at home. They are regularly invited into the nursery to share cultural celebrations, home languages, stories or artefacts with the children, so that they enrich their knowledge of their community and a range of cultures and beliefs. This means parents are involved in their children's learning.

Babies and toddlers enjoy exploring a variety of textures, such as, paint or corn flour and water. Staff encourage them to feel the paint and show them how to use their fingers to make marks and write their names in it. They enjoy printing shapes and patterns with sponges and finding out what happens when they mix colours together. Staff extend children's learning very well as they ask them what colours they have made and show them how to create different textures with a range of tools. Children are excited and enthusiastic as they choose which colours of paint they want to use. Staff develop children's counting and mathematical skills well throughout the activity. They talk about the shapes and sizes of the sponges and count their fingers as they draw with each one in the paint.

Older children are imaginative in their role play, as they pretend to make tea for each other and decide where they will go in a toy car. They are enthusiastic when they join in with the 'Bear Hunt' story and act it out, showing how they feel scared or relieved and making their voices louder or quieter for different parts of the story. They learn to recognise the words from the story, as these are printed on cards, which are held up by a member of staff to remind them what comes next. Staff teach children to count, recognise numbers and compare sizes and colours through well-planned activities which make use of a wide range of resources. They learn early reading and writing skills and staff develop children's language and vocabulary very well through all their activities. They use skillful questioning to encourage children to make careful observations of the pictures in a story book in order to work out what is happening so that they can explain it as they discuss the story. All children develop their physical skills very well through their use of an extensive range of outdoor activities in the nursery grounds. They use wheeled toys, balls, climbing and balancing equipment well and have plenty of space to run around in the forest schools area. Children have many exciting opportunities to explore natural objects, make bark rubbings, build dens and go for walks in the surrounding countryside. Children's experiences at the nursery prepare them well for the next stage in their learning. Children with special educational needs and/or disabilities are very well supported, as staff work closely with parents and other professionals, such as, a speech and language therapist and the community nurse. This means that children are making good progress and are fully included in the activities and events at the nursery.

The contribution of the early years provision to the well-being of children

Staff speak to parents each day about their children's routines and well-being, so that their individual needs are fully met and parents and staff work well together to support children effectively. The baby room staff record sleep times and other daily routines in a 'home-link' book so that children receive continuity of care and parents are kept well-informed about their activities and emotional well-being. Children show they feel secure in the nursery as they arrive happily and are confident in exploring all the space available to them. They chat happily to each other at snack and meal times and there are very good relationships between children and staff. Staff encourage children to use good manners at all times, which they do. They receive frequent praise for this and for their achievements, which gives them confidence and good self-esteem. Children are proud of the towers they build or the pictures they draw and they enjoy showing them to staff, because they know they are valued. Staff teach children to take turns and to share the toys. Babies wait patiently for their lunch and older children share the bears during a mathematical activity. Children are beginning to develop independence in their development, as they put on their own coats and manage their cutlery and food well. Although, they do not always have enough independent choice of resources or initiation of activities in some rooms.

Transitions are eased very well for children when they move rooms in the nursery, as they spend increasing amounts of time in their new rooms upstairs, accompanied by their key person. This ensures they feel secure and become familiar with their surroundings. All children begin the day together in the baby room, so they already know each other and staff well. Staff make contact with schools and other local settings so that children are sometimes able to make visits before they start. Pre-school children work together to create a 'Going To School' display and staff read them stories and have discussions about what it will be like, so that children feel happy about the change in their lives.

Children are provided with a varied range of fruit at snack time and they bring their own lunches from home. Staff check the temperatures of reheated food with a thermometer and the nursery has a top rating in food safety from the local authority. This means children's health and safety is well protected. Children have daily fresh air and exercise on walks and in the nursery grounds. Staff teach children to keep themselves safe and manage risks during forest school activities or when they go up and down the nursery stairs. They do this very sensibly, as staff remind them to hold the rail and to move slowly and carefully.

The effectiveness of the leadership and management of the early years provision

Teaching and planning is monitored effectively as staff reflect on and evaluate this well each week. They discuss ways to improve their practice, in order to maximise children's learning experiences and adapt them to meet the needs of each child so that they build on the next steps in their learning. The manager, who is also the owner, observes and appraises staff regularly. An effective and well-established programme of professional

development is helping staff to continually improve their knowledge, understanding and practice in the Early Years Foundation Stage. For example, two members of staff have recently attended an assessment and moderation course, which is helping them to plan more effective, focused activities for individual children. Effective self-evaluation takes into account the views of all staff, as they each complete a feedback form, before meeting to discuss and compare their ideas. This means that strengths and weaknesses are identified and acted upon in order to continuously improve all aspects of the nursery provision. Parents' views are sought through regular communication. Staff act on their suggestions, such as, involving them further in sharing cultural songs and activities in the nursery. Children's ideas are valued and obtained through discussions and staff observation of the activities younger children enjoy the most.

Children's safety is given a high priority in the nursery. The manager ensures that detailed and effective risk assessments and policies are thoroughly understood and practised by all staff, so that children are well protected. All staff are knowledgeable about child protection and the actions to be taken if they have any concerns about children or staff. Meticulous records are kept, the premises are secure and staff carry out daily checks to minimise potential dangers to children.

There are strong partnerships with parents and carers, through daily communication and involvement in their children's learning. Staff work closely with other professionals and outside agencies in their effective support of children with special educational needs and/or disabilities. They receive advice from two local early years advisors, who assist in the monitoring and evaluation of the provision. Good links with other providers and the other settings children attend, mean that staff share ideas and best practice and children receive continuity in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	200712
Local authority	Warwickshire
Inspection number	871027
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	30
Name of provider	Gillian Stocks & Denise Taylor
Date of previous inspection	21/02/2011
Telephone number	02476 613997

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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