

Inspection of Peter Pan Nursery

1 Churchways Crescent, Bristol BS7 8SW

Inspection date: 23 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and babies are very happy in this homely, nurturing environment. Children have strong bonds with staff, which help them to feel safe and emotionally secure. Staff in the baby room use eye contact and gentle voices when they speak. This helps babies feel valued and able to share special moments of deep connection with their key person. Older children excitedly point out their photograph on their key person's list.

Children enjoy playing with their friends and are extremely eager to learn. They build long train tracks and help each other to solve problems. For example, they think about how to get the magnets on all the carriages the right way round. Children love to mix paint and create new colours, saying, 'it looks like peach!' They experiment with their brushes in different ways and are proud of their achievements. Children excitedly fill buckets with sand and bury objects and have fun trying to retrieve them using a variety of tools. They work together and share their ideas. When sand spills on the floor, they know it will make the floor slippery, so they get a dustpan and brush to sweep it up.

Babies enjoy rolling balls and touching all the different textures. They put wooden carrots of different sizes into holes, repeating these actions with delight and learning to take turns. They love to sing songs, using sticks to clack together and hide behind their backs. They copy staff as they wriggle fingers like a spider.

The curriculum supports children's learning in all areas, Therefore, they make good progress.

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

- Leaders offer an ambitious, well-organised curriculum, which is delivered effectively through planning that is based on children's interests. Leaders have good systems in place to assess children's progress regularly and to ensure there are no gaps in their learning. Staff know the children very well, and next steps planning for individual children is appropriate and timely.
- Staff read to babies, pacing their words carefully, pointing out objects, making comments, using new words or signs and using appropriate intonation. This helps babies to better understand what the book is about and to learn new language. Staff give babies an active role in turning pages and lifting flaps, which helps babies to sustain interest and learn more.
- Staff are supportive of children's learning, playing alongside them and increasing their knowledge and skills with sensitive input. For example, staff support children as they recognise the initial letters of their name. However, in some situations, staff do not always fully consider the learning needs of younger

children in the group.

- Staff support children's emotional development very well and refer to displays such as the 'colour monster'. Children talk about emotions in their play; for example, they put happy and sad faces on play dough and toy rabbits and mermaids. Children are confident to quickly tell staff when they are upset about something that has happened.
- Staff are very respectful to children when asking to change their nappies or wash their hands but are not always mindful of whether this will interrupt children's learning when they are deeply engaged in activities.
- Staff are keen to take children into the community, and they enjoy walks to the local green areas, as well as the local shops. Staff use these opportunities to teach, for example, how numbers on the passing buses indicate different routes.
- Children follow instructions exceptionally well, and their behaviour is exemplary. Children are given a voice in decision making, such as the setting's golden rules, and this contributes to the high expectations of behaviour. Children are increasingly skilful with independence tasks, such as serving up their food and following good hygiene practices.
- Parents are full of praise for the commitment and expertise of staff. They are confident that their children are safe and well cared for. They are pleased by the broad scope of learning achieved and how skilful and sociable their children have become.
- Leaders and managers support the professional development of themselves and staff by providing a comprehensive online training platform. There is an open-door policy and regular opportunities to talk with managers, as well as termly supervision meetings.

Safeguarding

The arrangements for safeguarding are effective.

Room leaders and other staff have good immediate knowledge about signs and indicators of abuse and know what to do if an allegation is made against staff. Leaders check the suitability of staff and supervise apprentices well. They ensure that high ratios of staff on outings are maintained, to improve safety. Staff give fire safety high priority and carry out regular evacuation practises. Staff use risk assessments effectively to identify and minimise hazards. For example, although stairs are steep, there are good hand rails in place, with securely fitted carpets and easy stairgate openings, ensuring that staff can carry babies safely downstairs. Children move about safely, inside and outside, with good staff deployment and supervision.

What does the setting need to do to improve?

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

- support staff to strengthen planning for adult-led group activities so that the learning needs of younger children are always considered
- adapt the timing of routine tasks so that they do not unnecessarily interrupt children who are deeply engaged in learning opportunities.

Setting details

Unique reference number	2609720
Local authority	Bristol City of
Inspection number	10264009
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	40
Number of children on roll	46
Name of registered person	Peter Pan Nursery Limited
Registered person unique reference number	2609722
Telephone number	01179355410
Date of previous inspection	Not applicable

Information about this early years setting

Peter Pan Nursery registered in 2020. The nursery is situated in the Horfield area of Bristol. The nursery is open from 8am until 6pm, Monday to Friday, all year round. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are 13 members of staff, 10 of whom work with the children. Of these, seven hold an early years qualification at level 3, and there are three apprentices working towards qualifications.

Information about this inspection

Inspector

Margaret Dobbs

Inspection activities

- This is 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 and the manager conducted a learning walk of the setting and discussed the layout and the curriculum.
- The inspector observed staff and children's interactions during the day in the baby room and the toddler and pre-school unit.
- The inspector spoke to staff and children.
- The inspector discussed a joint observation with the deputy manager.
- The inspector reviewed relevant documentation.
- The inspector took account of the views of parents, both verbally and through written responses.
- The inspector held discussions with leaders and managers.

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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