



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Peter Pan Day Nursery  
Bron-y-Nant  
Croesnewydd Road  
Wrexham  
LL13 7TX**

**Date of inspection: June 2013**

**by**

**Anne Manning**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Peter Pan Day Nursery is located near to a large hospital in Wrexham. This English-medium nursery is privately owned. The general management is undertaken by a nursery manager and the day to day running is carried out by a team of practitioners.

There were 10 funded 3-year-old children present during the inspection. All children attending the setting must have parents who work for the NHS trust. Children come from a wide area and from a range of social backgrounds. Nearly all children have a white British background and speak English as their first language. At present no children have additional help for their learning.

Peter Pan Day Nursery receives support from Wrexham Early Education and is a member of the National Day Nursery Association.

The setting is open all year round and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 58 children aged from three months to five years of age who attend a varying number of sessions.

The last CSSIW inspection was in April 2013 and this is the second inspection by Estyn.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the setting is good because:

- a good range of visits and visitors increases the children's understanding of the world around them very successfully;
- all children are confident learners who achieve well;
- all teaching is good;
- there is a good range of learning experiences; and
- care, support and guidance for the children are good.

### Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- self-evaluation is effective and identifies areas for development;
- partnership working is good;
- resources effectively support the provision; and
- the setting has made consistently good progress since the last inspection.

## **Recommendations**

R1. Organise the activities to ensure all children have access to challenging experiences.

R2. Include a progress review and target date in assessment.

R3. Increase opportunities for children to do more for themselves.

### **What happens next?**

The setting will draw up an action plan which shows how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

All children make good progress from their starting points. Many demonstrate high levels of knowledge and understanding across the areas of learning. Most have developed good thinking skills and this has had a positive impact on learning and the standards they achieve.

All children develop effective skills in communication, numeracy and information communication technology needed to access the wider curriculum. All children successfully develop literacy skills and show a good interest in books both fiction and non fiction. They follow the content well and many can understand complex subject matter, such as the change from tadpoles to frogs.

Nearly all children select and use mathematical ideas. They solve problems successfully and can recognise patterns and sequence. All children use a range of technology well and control buttons and switches to operate equipment effectively.

Most make very good progress in gaining skills in Welsh language. They understand and enjoy stories and songs and can follow basic instructions and use a good range of simple words and phrases.

Most concentrate well and persevere with tasks and activities they enjoy. Parent questionnaires indicate a high level of satisfaction with the progress that their children make.

#### Wellbeing: Good

Children feel safe in the nursery. Most children are developing an awareness of how they can stay healthy by eating a nutritious snack and meal and by brushing their teeth. Most children show high levels of self-esteem and are highly motivated and engaged in their activities.

All are developing positive attitudes to learning. The children relate successfully to each other and to adults around them. All are very well behaved and many are starting to help their friends, for example when tidying away or gardening. Many are confident, competent and independent learners. All enjoy what they are doing and their time spent in the nursery.

All are relaxed and happy and are interested and confident to talk about what they are doing and what is happening in photographs in the books they have made. All concentrate well and take part enthusiastically in different learning experiences.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

All practitioners are involved in planning a range of flexible, interesting learning experiences that successfully engages all children and as a result all children make good progress towards meeting the Foundation Phase outcomes. Skills in communication and numeracy are embedded successfully into the experiences of the children. A good range of information communication technology including laptops, keyboards and compact disc players successfully ensures that the children develop effective skills.

The curriculum both indoor and outdoor effectively builds on children's existing knowledge and understanding. Learning experiences actively ensure that many children have opportunities to experiment and develop a range of skills including good thinking skills across all areas of learning.

Activities and experiences effectively encourage children to form relationships with each other and with adults around them and to show respect for all cultural backgrounds.

Practitioners provide good opportunities to develop literacy skills such as looking at books including those written in Welsh and listening to stories. They use a good level and frequency of Welsh and effectively encourage the children throughout the session and as a result the children are confident and keen to respond. They celebrate festivals such as St David's Day.

There are good opportunities for the children to develop physical and creative skills using a range of equipment in the outdoor environment and painting. Children learn effectively about caring for living things by looking after the nursery fish and tadpoles.

All children are starting to learn successfully about re-cycling through their compost making and rainwater for watering flowers and plants they have grown in their garden.

A good range of visits and visitors to the setting, for example Techniquet and a large superstore to choose garden furniture increases successfully the children's understanding of the world around them. Outside the nursery is the emergency helicopter landing pad, and children have the unique opportunity to develop their scientific knowledge by observing the machine regularly at very close quarters.

**Teaching: Good**

All practitioners have up to date knowledge of child development and the Foundation Phase and as a result move the children's learning forward.

All practitioners use language well and are consistently good role models for the children. Many practitioners use good humour to motivate the children to learn. All employ effective strategies to encourage the children to play together and to share

equipment successfully. Overall practitioners manage the children's learning well, however the organisation of activities between two rooms means that many children have limited opportunity to take part in experiences that provide sufficient challenge.

Questioning and listening techniques are effective and extend the learning of the children. There are high expectations of the children and all practitioners successfully develop and progress their achievements. The majority of times practitioners intervene appropriately, however on occasion further skill development opportunities are missed for the children such as during snack and meal times to promote independent learning.

Practitioners carry out useful observations of the children, but these do not include a written review of progress towards the outcome or review dates. Parents are involved in the achievements of their children and they are actively aware of their progress.

All practitioners use a good level of Welsh with the children and successfully encourage the children to respond.

### **Care, support and guidance: Good**

The nursery has a good range of policies and procedures to support the children and effectively promotes their health and wellbeing including their spiritual, moral, social and cultural development. There are appropriate policies and procedures in respect of safeguarding and the practitioners have undertaken training. The setting's arrangements for safeguarding children meets requirements and gives no cause for concern.

Children learn about simple rules such as sharing and successfully learn to distinguish right from wrong. The nursery successfully fosters values such as honesty, fairness and respect and effectively develops an understanding of living and sharing with others through learning experiences and good day to day practice. Children have good opportunities to take responsibility and they show high levels of initiative and help each other effectively particularly when outdoors.

The children are starting to develop a sense of awe and wonder about the world in which they live by working in the garden, caring for living things and using a range of technology.

The nursery actively provides guidance and because practitioners know the children they respond effectively to their needs. They provide consistency and support with successful strategies to assist any children with additional learning needs and work well with parents and other professionals. As a result children achieve and make good progress.



## **Learning environment: Good**

The nursery has effectively developed a well established ethos that is inclusive and values the diversity of the children's backgrounds. The nursery actively develops tolerant attitudes through a range of different learning experiences. Equal access to the curriculum is offered and there is an effective range of policies and procedures that actively support the children, and promote their health and well being including equal opportunities and complaints.

There are highly valued practitioners with relevant and appropriate qualifications and experience of working with young children. All practitioners create a stimulating environment for learning.

There are good opportunities for safe outdoor play, including a garden that successfully provides experiences for the children's play and learning. Resources are used well, appropriate, suitable and sufficient to address the requirements of the Foundation Phase and effectively support the needs of the children in all areas of learning. Accommodation is of good quality, used effectively, secure and well maintained. The local environment as well as visits and visitors to the nursery are used highly successfully to enhance the facilities at the setting and enrich the experiences of the children.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The setting is well managed and the core staff have worked successfully in the setting for many years and as a result outcomes for children are good. The leaders effectively understand their roles and responsibilities. They give good guidance, direction and develop a sense of purpose that successfully promotes and sustains improvement. Values, aims and objectives are shared and all are working for the benefit of the children. Practitioners and children are valued and managed well.

Learning and teaching are organised well and expectations are high with effective established links with parents that successfully support the learning of the children. Parents are fully aware of the progress and achievement of their children. An effective training programme, a sound induction and appraisals twice a year ensure that practitioners are aware of what they need to do and can improve their knowledge and practice.

Implementation of policies and initiatives is effective. Leaders have high expectations for improvement and ensure that the Foundation Phase is successfully delivered. Relationships are positive and contribute significantly to a sense of community.

Relevant legislation and guidance are taken into account and information is used well to make informed decisions. Leaders are aware of initiatives such as healthy eating and are involved in working towards other national and local priorities.

### **Improving quality: Good**

The setting has made consistently good progress since their previous Estyn inspection. Practitioners are able to evidence how the provision and standards of children's achievement and wellbeing have improved. All practitioners know the setting well and as a result strengths and areas for development are recognised and action is taken to maintain good practice and implement change.

There is a positive culture of self-evaluation and practitioners are open to new ideas and are willing to try different ways of working

Self-evaluation effectively takes into account the views of children, parents and practitioners and the setting actively uses information to prioritise changes, resulting in positive gains and improvements for the children.

Practitioners are engaged in professional development and attend courses that effectively raise standards and support the well being of the children. They successfully share their expertise and knowledge to benefit each other and ensure a positive impact on the setting.

### **Partnership working: Good**

The nursery works effectively with partners for the benefit of the children. A wide range of partnerships makes a strong contribution to the progress of the children and their wellbeing and successfully enhances and supports their learning.

Practitioners take active steps to involve parents and carers and ensure that they are regularly told about all aspects of the nursery's work. There is clear communication between parents and the nursery and they are involved in decisions about their children and their learning. Parents are actively informed of their child's progress by speaking to the practitioners and by an on going assessment record.

There is a successful relationship with local schools and the nursery has good transition arrangements to support children moving on to other settings.

There is a positive relationship with the local authority advisory teacher who visits the setting, providing guidance, which impacts positively on the progress and achievements of the children and enhances the work of the setting.

The nursery is a member of the National Day Nursery Association and as a result partnership working with other professionals ensures active support for all children including any with additional learning needs. Practitioners work well together, effectively share information and know who to contact if extra support is needed.

Community links are used very effectively to support the children's learning and to effectively develop the provision.

**Resource management: Good**

The nursery makes good use of a range of resources to motivate and encourage the children to learn. The outdoors is used effectively to develop the skills of the children across all the areas of learning. A good supply of high quality resources is well matched to the stages of development of the children and any additional learning needs.

Practitioners are deployed successfully to support learning and resources are managed well. Leaders and managers have a good understanding of budget matters and ensure that purchases are in line with planned action for improvement, prioritised to develop the provision and improve outcomes for the children.

Future resource needs are well planned for and financial decisions are evaluated to ensure a direct and positive impact on outcomes and on the achievement, progress and well being of the children. The funding that is received is used effectively and the nursery provides good value for money.

## Appendix 1

### Responses to parent questionnaires

Parents are highly satisfied with the provision offered.

### Responses to discussions with children

Children are happy and busy in the nursery. They are confident learners and enjoy taking care of their garden. They like all the staff and the activities and enjoy showing visitors photographs of places they have been and things they have done.

## Appendix 2

### The reporting inspector

Anne Manning	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

<b>National Childminding Association (NCMA)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.