



Estyn

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Peter Pan Nursery

**Bronnant
Croesynewdd Road
Wrexham
LL13 7TX**

Date of inspection: May 2022

by

Care Inspectorate Wales (CIW)

and

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

About Peter Pan Nursery

Name of setting	Peter Pan Nursery
Category of care provided	Full Day Care
Registered person(s)	SHAP LTD
Responsible individual (if applicable)	Peter Barron
Person in charge	Gill Dodd
Number of places	62
Age range of children	0- school age
Number of 3 and 4 year old children	15
Number of children who receive funding for early education	9
Opening days / times	Mon - Fri , 7am to 6pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.
Date of previous CIW inspection	November 2019
Date of previous Estyn inspection	2013
Dates of this inspection visit(s)	10/05/2022
Peter Pan Nursery is owned by SHAP Ltd which is a registered charity. Trading as Peter Pan Nursery, SHAP is the registered provider with responsibility for ensuring compliance with regulations and with the relevant National Minimum Standards for Regulated Childcare.	

Non-compliance

We identified serious non-compliance in relation to care and development and we have issued a priority action notice to the provider.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.

Recommendations

- R1 Provide opportunities for children to develop their creative skills through a variety of media
- R2 Provide opportunities for children to learn about their own and other people's lives and beliefs through authentic contexts
- R3 Refine risk assessments to reflect the measures in place to potentially eliminate risk to children in all areas of the premises, activities, and outings

What happens next

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

Main findings

Well-being:

Most children's opinions and interests are valued and acted on swiftly. They cope well with separation from their parents and carers and are welcomed warmly by practitioners. Most children are confident communicators, and their wants, moods and needs are generally considered in a timely manner. For example, practitioners respond promptly to children's non-verbal requests for more food. Most children are generally happy and settled. However younger children's needs are not always responded to in a beneficial way when requiring additional care and support.

Nearly all children are familiar with the routines of the setting, such as washing and drying their hands and placing the paper towel in the bin provided. Nearly all children feel comfortable and approach practitioners with ease to make their requests known.

Nearly all children interact positively with their friends and those caring for them. They enjoy the social occasion of snack time; they sit nicely at the table and are well mannered. A few children are forming friendships and are learning to take turns and share. For instance, during a forest school activity, older children take turns to heat up a slice of spiced apple on a stick by the fire and wait patiently for their friend to finish before taking their turn.

Nearly all children make independent choices in their play, for instance they enjoy exploring animal jungle figures whilst sitting outdoors and talk excitedly with their friends. Most children are positively engaged in their play and learning through suitable opportunities to explore and investigate. For example, younger children enjoy exploring a variety of bouncy balls with different textures and show delight as they light up. A few children practice their filling and pouring skills in the sand tray and show the practitioner when the container is full and ready to be tipped over. Most children's physical skills are developing appropriately. For example, many enjoy using pedal bikes in the outdoor area.

A few children enjoy relaxing while having a story read to them and show interest in touching the textures of the pictures. Most children have fun while singing their favourite songs, holding up related props and moving their bodies.

Most younger children are developing their independent skills suitably, such as persevering with self-feeding and making their own independent play choices. On a few occasions, the younger children are not being offered the opportunity to complete tasks for themselves.

Older children prepare themselves well for outdoor activities and direct their own play successfully with positive encouragement from practitioners.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):

Nearly all children make good progress from their starting points. They demonstrate high levels of co-operation and involvement in activities, such as playing in the role

play and mud kitchen. They take on roles in their play and co-operate well to pack items for their visit to the beach. Many children talk about their play using a wide range of descriptive vocabulary. For example, when playing with the playdough they explain how they make the cakes for a picnic and use appropriate mathematical language when describing their size.

Most children develop their numeracy skills effectively and enjoy joining in and singing number songs and rhymes. Most children accurately count the number of candles up to 5, recognise colours and group and sort pompoms to add to a playdough birthday cake. A few children count to 10 and beyond whilst involved in their own play.

Nearly all children develop their listening and speaking skills effectively, they listen with understanding and carry out instructions well. A few children talk at length, for example when playing imaginatively with natural materials. They describe the beach they have made and its features using a wide range of descriptive language. Nearly all children enjoy having stories read to them by engaging practitioners. A few children select favourite books to be read to them. Most children are developing their fine motor skills well. They are beginning to make meaning of their own marks and enjoy using paint brushes, chalk and mud outside. Many children are beginning to recognise their own names when finding their place mat at snack time and a few children are beginning to write their own names.

Nearly all children are developing their social and personal skills well. They are highly involved in their own play and enjoy playing with their friends, demonstrating high levels of perseverance. For example, in the outdoor area, a majority of children play for an extended period of time transporting water in containers to make puddles to splash in. They use their collaborative and problem solving-skills effectively to attach piping to a container to direct water into a jug, repeating the task with increasing accuracy. Many children are developing their imaginative skills well, such as playing together to role play firefighters, collecting water, ringing bells and ushering children to safety.

Most children enjoy joining in and singing Welsh songs and rhymes. They are beginning to use and understand simple words and phrases that are used regularly in the setting such as greeting and instructions.

Most children develop their physical and co-ordination skills well. They use a range of tools outside to make marks, such as brushes, sticks, and chinks. Nearly all children use knives to spread butter on crackers at snack time and use tweezers to pick up small items in the craft area. They use large play equipment such as bikes and tricycles with increasing control. However, there are limited opportunities for children to express themselves through art, music, dance, and drama.

Care and development:

Nearly all practitioners have a friendly, caring approach and manage most interactions appropriately. They praise children for their efforts and celebrate their achievements well.

Most practitioners understand their role and responsibilities to keep children safe and healthy. They understand how to identify and manage risks, but current strategies are not always effective. Nearly all practitioners have completed first aid and safeguarding training. Nearly all complete accident and incident records consistently, but these are not signed by all parents to evidence they have been informed. Practitioners are not reviewing the accident, incidents, and existing injuries of children well enough to identify emerging patterns as part of their wider safeguarding practice. Nearly all practitioners record children's attendance suitably but are not consistent in recording their own attendance to keep an accurate record of who is caring for children. Practitioners do not always follow the settings safeguarding policy or act in a swift and timely manner when responding to safeguarding concerns. As a result, the setting's arrangements to safeguard children do not meet requirements and give cause for concern.

Practitioners undertake fire drills regularly. However, there is a lack of information in the records to aid improvements in practice going forward. Practitioners carry out nappy changing procedures in line with current infection control guidance. They encourage children to wash their hands, and this helps to develop their personal hygiene practice appropriately.

Nearly all practitioners show warmth and comfort towards children in preparation for their time to sleep. However, some of the current arrangements do not provide children with undisturbed quiet time. Nearly all practitioners are friendly and welcoming. They encourage children and praise them for their achievements. However, they do not always interact and engage with younger children sufficiently well to fully meet their individual needs.

Most practitioners plan suitable opportunities for children to make choices and decisions about their play and learning. They plan engaging activities using sand, water and sensory equipment to encourage children to use their senses. Nearly all practitioners observe children's play and use this information to track children's developmental progress. However, these observations are not always considered well enough when planning for experiences to develop younger children's next steps in learning.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting):

Practitioners plan a worthwhile range of experiences that encourage children's all round development. They have a good understanding of child development and know their children well. They provide children with extended periods of time to lead their own play and develop their ideas and thinking successfully.

The provision to develop children's literacy skills is effective. Practitioners are good language role models and encourage children to participate in conversation skilfully. They respond well to children's invitations to play. They model appropriate vocabulary and use questions effectively to support children's thinking. For example, when playing in the role play area, practitioners encourage children to consider what they need when dressing the baby dolls. They build on children's interests successfully, using books and stories to enrich the learning experience. For example, they read books and stories that respond to the children's interests.

Practitioners provide suitable learning experiences that promote children's creative, moral, spiritual, and cultural development. They provide effective opportunities for children to learn and care about living things. For example, practitioners foster a sense of awe and wonder through encouraging children to look for signs of nature in the outside area. They respond positively to children finding worms and discuss together how they can care for them safely so others can also look at them.

Practitioners develop children's numeracy skills well through opportunities that occur during their play. For example, they encourage children to sort, group, count and use mathematical vocabulary when making cakes with playdough. Most practitioners model simple Welsh phrases and vocabulary appropriately. There are worthwhile opportunities for children to join in and sing Welsh songs and rhymes and learn about Wales and Welsh culture, for example celebrating festivals such as Santes Dwynwen and St David's Day. However, resources to develop children's understanding of equality and cultural differences are limited. As a result, practitioners do not provide children with sufficient opportunity to learn about their wider society and the diverse world that they live in.

Practitioners make beneficial use of opportunities to encourage children to take risks in their own play. They encourage children to become confident explorers of their environment. For example, children use long sticks to catch webs to look for spiders and carry large jugs of water in the mud kitchen.

Practitioners use assessments and observations regularly to identify children's learning. They keep parents suitably informed of progress and development. The setting has appropriate procedures to observe children and assess their progress across the curriculum. They use the information gathered to plan next steps of learning effectively.

Environment:

Leaders provide a safe and clean environment where children can play and learn. They ensure that practitioners carry out appropriate cleaning routines and follow current guidance on infection control. However, not all risk assessments and daily health and safety checks appropriately identify the potential hazards to children and what measures are in place to manage these risks. Leaders provide suitable information to practitioners on how to deal with emergencies. Most practitioners supervise children appropriately during their activities; however, this is not consistent throughout the setting.

Leaders ensure the layout of the playroom promotes children's independence enabling them to explore freely and make their own choices about what they want to play with. They provide a suitable range of toys and resources, and children have access to appropriately sized furniture and cosy areas for quiet time and rest. Leaders ensure that indoor storage of toys and resources are suitable and accessible to children. There is a designated area for older children to store their personal items, which creates a sense of belonging. Leaders value children's efforts and display their artwork attractively.

Leaders make sure areas of learning are suitably organised for children and there is an appropriate selection of natural resources to develop children's sensory skills.

There are suitable resources both indoors and outdoors to aid children's play and curiosity including sand, soil, and water. Leaders organise and resource an attractive outdoor play area for older children to develop their physical skills effectively. However, the provision for developing younger children's physical skills in the outside space is not as well developed.

Leadership and management:

Leaders share a clear vision for the setting to provide a nurturing environment for all children. As a result, nearly all children benefit from a warm and welcoming environment. Leaders work closely with the registered persons representative and keep them well informed through their regular visits to the setting. The setting has a clear statement of purpose that provides an accurate picture of the services and facilities provided.

The setting's self-evaluation processes are secure and accurately identify strengths and areas for development alongside focused action plans for implementation. Leaders are eager to respond to professional learning and implement changes within the setting to improve outcomes for children. For example, practitioners responsible for delivering education make changes to their environment to better respond to children's interests and fascinations. They provided a wide range of resources to develop children's imagination, creativity, and problem-solving skills. As a result, leaders report an increased level of children's involvement in their play and children are more able to think and make decisions for themselves. However, this is not consistent across the different age groups within the setting.

Leaders develop strong relationships with parents. The setting works well with a range of partners to support children's health, learning and well-being. For example, they work effectively with their feeder primary schools and health agencies to ensure children have a smooth transition into school. There is a strong relationship with the local authority early years advisory teacher and leaders respond positively to recommendations for improvement.

The setting generally has effective policies and procedures to ensure that it complies with regulations. However, supervision and appraisal procedures are not recorded with sufficient detail and as a result there are limited opportunities for practitioners to discuss their well-being, training, practice, and safeguarding issues. Leaders do not always ensure that staff files contain all the required information.

Leaders have made good use of the resources provided for them by the local authority to support children's play and development. For example, they purchased a range of equipment to support and develop children's digital skills.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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