



Patacake Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number EY316975
Inspection date 29 June 2006
Inspector Emma Bright

Setting Address Sedley Community Centre, Sedley Court, Malta Road,
Cambridge, Cambridgeshire, CB1 3LW

Telephone number

E-mail

Registered person Patacake Day Nursery Ltd

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Patacake Day Nursery is one of two provisions run by Petra Moden and Sophie Livesey. It opened in 2006 and operates from a purpose-built wing of Sedley Court. It is situated close to Cambridge city centre. A maximum of 90 children may attend the nursery at any one time. The nursery is open five days a week from 08:00 to 18:00 all year round, with the exception of Christmas week and bank holidays. All children have access to an enclosed outdoor play area.

There are currently 147 children aged from five months to under five years on roll. Of these, 36 children receive funding for nursery education. Children come from the local area and further afield as some parents travel into Cambridge to work. The nursery currently supports a number of children with learning difficulties and disabilities, and also supports a significant number of children who have English as an additional language.

The nursery employs 26 staff. Of these, 17 hold appropriate early years qualifications and two are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and protected from the risks of cross-infection by thorough hygiene procedures. Staff consistently ensure that all areas used by children are kept clean, for example, they wipe the tables before all meals and each child has clean linen at sleep times. Children competently wash their hands during the daily routine and know that they do this "because you get germs". Thorough procedures and documents are in place to ensure children's medical needs are met. For example, all medical consents are obtained from parents and most staff hold first aid certificates, which ensures that children receive appropriate care if they are ill or have an accident. However, staff do not consistently ensure all children are adequately covered up during outdoor play, which means they are not suitably protected from the sun.

Older children enjoy sufficient quantities of food and drink; they enthusiastically tuck in to the range of small pieces of fruit and talk about fruit being "good for you". They readily help themselves to fresh drinking water throughout the day, which ensures they remain well hydrated. Babies and young children enjoy the meals their parents provide, all of which are carefully reheated by staff and this ensures their nutritional needs are safely met. Individual dietary needs are clearly recorded for every child, to take into account any special dietary requirements and staff ensure these records are strictly adhered to. This means that children are well nourished and content.

Children experience a good range of outdoor activities that promote their physical development and enable them to enjoy daily opportunities for fresh air in the garden. They have great fun crawling through tunnels, riding their tricycles or sitting in the willow den to drink their water. Children confidently practice jumping and landing because staff carefully assess and supervise the activity, allowing children to take acceptable risks in a safe environment. Babies confidently move and crawl to explore, both indoor and outdoors, using the sturdy furniture to pull themselves to standing. This ensures that all children benefit from physical activity to promote their good health. Good routines for sleep and quiet times are in place, which means that all children are well rested.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely in a clean, bright and well maintained environment, where every room is prepared with appropriate resources and equipment in readiness for their arrival each day. Children enjoy looking at displays of their artwork and photographs of their families, which helps them feel welcome and enhances their sense of belonging. Children use a wide range of good quality, developmentally appropriate resources which are cleaned and checked regularly to ensure that they are safe and remain in good condition. They access many of the available resources from shelves and trays at child-height, which promotes their independence and enables them to follow their own interests and develop their play.

Children benefit from the good security procedures in place to restrict access to the setting and through staff's vigilance in their constant supervision of children. They learn about keeping safe because staff provide clear, simple explanations as to why, for example, children must be careful when practising their 'tumbling' skills so that they don't hurt their heads. This helps children develop their understanding of hazards and to take responsibility for themselves. Good recording systems ensure that parents are informed of any accidents their child sustains whilst at the setting.

Children's welfare is safeguarded and promoted by staff who have a very good understanding of child protection procedures, which are in line with those set out by the Local Safeguarding Children Board. All staff receive child protection training during their induction at the nursery and regularly update their knowledge so that they are able to act in children's best interests. They record any existing injuries or concerns that they have for children's welfare and are confident to seek advice from child protection professionals if they need to.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time at the nursery and they separate happily from their parents and carers, settling into their activities readily on arrival. They are confident and play happily together, enjoying warm and affectionate relationships with the staff, who are sensitive to their needs. This contributes to the children's sense of belonging and helps to develop their confidence and self-esteem. Children benefit from the good range of activities and resources on offer, which they access easily so that they can follow their own interests. They enjoy using musical instruments to learn about sound and rhythm, playing 'soft' or 'loud' sounds while singing familiar songs. Children investigate and manipulate playdough with their hands, examining the patterns they make and staff use good questioning skills to develop their language and extend their thinking.

Babies benefit from an interesting range of practical activities that follow the 'Birth to three matters' framework, such as messy play and music sessions and they eagerly explore the 'treasure baskets'. They are becoming independent learners and enjoy exploring for toys hidden in the cardboard box filled with shredded paper. Staff make

good use of everyday routines to engage and extend babies' skills. Equipment and materials are easily accessible so babies explore and experiment independently, therefore developing their individual skills and interests. Babies form good relationships with staff who are sensitive to their needs. For example, babies' early communication skills are developing through warm interaction with the staff, who respond positively to their talk. Babies' well-being is enhanced by the high level of communication between staff and parents, which ensures their individual needs are met.

Nursery Education.

The quality of teaching and learning is good. Children benefit from staff's good understanding of the Foundation Stage and how children learn through practical, meaningful activities. Planning is in place and provides an interesting range of activities and experiences that cover all areas of learning. However, some activities lack challenge and stimulation, which means children do not benefit from a richer learning environment. Children's achievements are linked to the stepping stones, and observations inform children's assessment records, which show that they are making good progress towards the early learning goals.

Children's independence skills are developing well; they concentrate and persevere in tasks that stimulate them and demonstrate pride in their achievements. Children's behaviour is good and they are developing good turn taking skills as they negotiate for popular resources. For example, they competently ask "Can I have a turn?" However, some activities lack challenge for older and more able children who are ready to move on to the next stage in their learning. Children confidently communicate with adults and each other, and they form good relationships with one another. They initiate conversations and use conventions such as 'please' and 'thank you' unprompted. Children's early writing skills are developing very well as they practise these skills in a range of activities, such as drawing and painting. They enjoy making marks with the range of activities outdoors, such as using chalk on the paved area or felt tips on the whiteboard to make patterns. Some children can form recognisable letters; they confidently talk about and know the letter that their name begins with.

Children develop their understanding of numbers, counting and calculation in a range of activities, such as singing and during the daily routine when they count how many children are present. They know how old they are and demonstrate on their fingers how old they will be next. Children use mathematical language and ideas to solve problems, for example they talk about size, who is big or small and sort small pegs according to colour. Children find out and identify living things, as they plant fruit and vegetables in the garden. They plant "beans on sticks" and know that "you have to give them water so they can grow". Children enjoy talking about events in their own lives that are important to them and share them readily at circle time; they talk about their feelings and express themselves competently. Children express their imagination by re-enacting familiar scenarios in the role play area. They particularly enjoy making up stories, dictating them to staff who help them turn their story into a book. Children sing simple songs from memory; they enjoy exuberant singing sessions, whilst enthusiastically playing their instruments.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met very well. Staff value and respect children as individuals and develop very good relationships with parents, which contributes significantly to children's well-being in the nursery. Parents receive good quality information about the setting so they know about activities and events, and they have daily opportunities to read about and discuss their child with staff. All policies and procedures are in place to share information with parents and carers. Children with learning difficulties and disabilities benefit from the very good support they receive and staff work proactively with parents and other agencies to support these children's needs, which ensures they are fully included in the nursery. Children play with a good range of resources that promote a positive view of the wider world and they enjoy talking about their own families, which helps them to understand about their differences and similarities.

Children's behaviour is good. They interact confidently with staff and each other and are learning to consider the needs of others and to work together co-operatively. For example, as they help each other to tidy up and are beginning to negotiate competently for resources. Children take turns and play harmoniously together because staff use effective strategies to manage children's behaviour and they use positive language to help children understand what is expected of them. Children's spiritual, moral, social and emotional development is fostered.

The partnership with parents and carers of funded children is good. Parents share what they know about their child's abilities when their child starts at the setting, which enables staff to use each child's interests and abilities as the starting point for their care and learning. However, parents have fewer opportunities to continue contributing to their child's assessment record, sharing what they know their child can do at home. This means that children do not benefit from the sharing of information that would enhance their learning. Staff ensure that all parents have regular opportunities to discuss how their child is progressing at the nursery and they are well informed about the Foundation Stage through parents' evenings and written information.

Organisation

The organisation is good.

Children benefit from a well-prepared environment that enables them to enjoy and achieve during their time at the nursery. They are happy and content because staff develop warm and caring relationships with them. Rigorous recruitment procedures ensure that the staff have suitable qualifications and experience to work with children. Over half of the staff team hold early years qualifications and appraisals identify areas for professional development to further improve staff's knowledge and understanding of the needs of the children. The good adult:child ratio enables staff to work flexibly to support children's learning in small groups and on an individual basis, when appropriate. All required documentation is in place and comprehensive policies underpin the good practice in promoting positive outcomes for children. Good

settling-in procedures ensure that parents feel secure in the care their child receives and this means children settle readily and become confident members of the nursery.

The leadership and management of funded children is good. The managers are very dedicated and demonstrate a real commitment to continually developing the setting's practice to ensure that all children have access to good quality learning experiences. However, systems to monitor and evaluate the provision for nursery education are not yet fully developed to ensure that children have access to rich learning experiences and older or more able children are consistently challenged. Children benefit from the staff's knowledge and understanding of how children learn and their ongoing commitment to further training to update their knowledge and practice. Staff work well together as a team and demonstrate enthusiasm to create a learning environment that promotes positive outcomes for children. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children are adequately protected from the sun.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop activities so that children can follow their own interests and direct their own play in a range of rich and stimulating experiences
- continue to develop the system of assessment and ensure that parents have further opportunities to contribute to their child's assessment records in order to improve staff's knowledge when planning children's next steps
- continue to develop the system for monitoring and evaluating the provision for nursery education to ensure that children have access to rich learning experiences and older or more able children are consistently challenged.

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