

Patacake Day Nursery Ltd

Inspection report for early years provision

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Inspector Deborah Kerry

Setting address Sedley Court, Malta Road, CAMBRIDGE, CB1 3LW

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

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. The premises are fully accessible.

There are currently 166 children aged from five months to under five years on roll. Of these, 58 receive funding for early 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. This provision is registered on the Early Years register.

The nursery employs 35 staff. Of these, 24 hold appropriate early years qualifications and three are currently working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's welfare, learning and development are effectively promoted in the Early Years Foundation Stage(EYFS) as staff have an excellent understanding of their individual needs. All children are fully supported through close working relationships between staff, parents, carers and other professionals. The provision has fully established, effective systems in place to monitor and evaluate their practice to ensure the outcomes for children remain positive and highly effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the exchange with other providers delivering the EYFS to maintain children's progression and continuity of care.

The leadership and management of the early years provision

The provision has an extensive range of policies and procedures in place which are shared with parents and regularly up-dated in line with changes to practice or legislation. All policies are available within the nursery and on the internet on the nursery's website ensuring that they are freely accessible to parents. Through the induction when their children start and by completing a 'learning leaf' on their child's interests and events in their lives which they share with staff, parents are

fully involved with supporting their child's learning and development. This is then used to plan activities for children's learning and development to meet their individual needs. There are regular themed open evenings where parents can come in to view the range of activities offered to their children and experience the different ways they learn through play. The open evening provides an opportunity for parents to discuss their child's progress and the next step in their learning which ensures that parents are kept fully involved with their child's early education. Parents are kept fully informed of all topics, activities and events within the setting that their children participate in through regular newsletters, displays, the notice boards and the website. The nursery has taken steps to work in partnerships with other providers delivering the EYFS children attend to ensure children's needs are met and for the continuity of care.

There are clear, effective procedures for the emergency evacuation in place which is regularly reviewed ensuring children's safety is a high priority. All fire equipment is tested and inspected annually and staff complete a daily checklist before children arrive to ensure that there are no hazards accessible inside or outside. Children's safety is effectively promoted by documentation and policies regarding the daily checks of equipment and annual risk assessments. All resources and equipment are cleaned on a regular basis to enhance children's health and safety. There are clear, effective procedures in place for nappy changing which minimises any risk of cross infection and all staff work in partnership with parents to ensure that children's individual care needs and home routines are fully supported. Children's welfare is effectively promoted as staff have an excellent knowledge and understanding on the nurseries policies and procedures with regard to safeguarding children. There is a clear written policy to follow which includes procedures in the event of an allegation being made against a member of staff and local contact details.

Effective recruitment and vetting procedures ensures that children are well protected and cared for by staff with a good knowledge and understanding of child development. Children benefit from staff who are experienced, the majority are qualified in early years and they all have an excellent understanding on the needs of children. All staff are fully supported in their development and further training to enhance their knowledge and promote outcomes for children by the owners. The nursery regularly reviews and evaluates their practice to ensure that children are fully supported and make excellent progress in their learning and development. All staff have input into the evaluation process, parents complete questionnaires to ensure that their views are also sought for further development and improvements. The nursery uses established methods when obtaining feedback from the children on what they enjoy and the areas and activities they like. As a result changes to the layout of resources has been implemented to enhance children's experiences within the pre-school room. The nursery have completed the Quality Framework and are preparing for their annual review, showing their commitment to monitoring and maintaining their excellent practice.

The quality and standards of the early years provision

Children's health is fully promoted as staff adhere strictly to environmental health guidelines when reheating meals provided by parents and children enjoy a variety of foods at snack time to promote their health. For example, children plant and grow vegetables, they use them to make soup which enables them experience different tastes and learn about what foods keep them healthy. Children are offered drinks on a regular basis to ensure they are not thirsty. Staff have an excellent knowledge and understanding of the groups health policies, procedures and children's individual needs which ensures that children's well-being is fully supported. A high ratio of staff hold current first aid certificates which ensures children's health and welfare is effectively maintained. Daily access to large play resources both inside and outside ensure that children's health is effectively promoted. Staff prepare the outside play area prior to children's arrival with a variety of different resources and equipment to promote their imagination and physical skills.

Staff undertake regular observations on children to record their progress, interests and individual needs, which enables staff to tailor activities to their needs to fully support their learning and development. Children have a positive attitude to learning, they are happy, settled and purposefully engaged. Each child is allocated two key workers so that they can make strong attachments ensuring there is always a familiar face to greet them at each session regardless of staff holidays or sickness. All staff have a thorough knowledge of the EYFS and all work together to plan a range of stimulating activities, as a result children are making excellent progress. Staff get down to the children's level and offer appropriate support when needed which enhances children's learning and development. Staff are excellent role models for children, they encourage good manners, give clear explanations on expected codes of behaviour which helps to develop children's understanding of how to behave well. The staff are consistent in their management of children's behaviour which is handled in a calm, sensitive and positive way to enhance and maintain children's self esteem. Staff provide appropriate support for children with learning disabilities and work closely with other professionals and settings they attend to ensure that their needs are fully met. Children are developing their understanding on the wider world through a range of topics, themes and activities. Staff ask parents for key words in their home language to support and enable children with English as a second language to participate fully. Children enjoy looking at books and staff read stories to support their topic on favourite stories.

Staff work well as a team and provide a calm, relaxed atmosphere where children thrive. When starting, parents and children undergo an induction which helps to inform staff of their child's starting points and enables them to plan activities to move them on to the next step in their learning. Staff have a flexible approach to planning, there is a balance of adult and child-led activities which enables children to learn at their own pace. Children are provided with a variety of resources for mark making and to develop their early writing skills. For example, they colour, draw, paint and use chinks in their play. There is excellent interaction and questioning by staff which helps to effectively promote children's learning and development. Children enjoy listening to songs and joining in with singing familiar

songs and action rhymes from memory. They experiment with sounds through playing a variety of musical instruments.

Children have access to a range of craft materials and media; they make play dough and add different food colourings and peppermint essence so it smells 'like toothpaste'. They use a variety of tools to cut, roll and shape the dough. Children fill and empty containers during water play, they build and create 'castles' with buckets and spades in the sand tray. Children's independence is promoted well, as babies are learning to feed themselves and older children manage their own toileting needs. Children are provided with a range of activities for counting to support their understanding on numeracy and older children are able to count and recognise numerals to 12.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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