

Pitta Patta Day Nursery

Inspection report for early years provision

Unique reference number	EY331090
Inspection date	11/06/2009
Inspector	Jeannette Waring
Setting address	48 St. German's Road, LONDON, SE23 1RX
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pitta Patta Day Nursery is privately owned and opened in 2006. The nursery operates from a converted four-storey house in a residential area of Forest Hill. Children's playrooms are located on the ground floor, first floor and lower ground floor. Children share access to a secure, enclosed outdoor play area.

The nursery serves families living in the local area. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 48 children may attend the nursery at any one time. Children attend for a variety of days and sessions and a total of 80 children in the early years age group are on roll. The nursery supports a number of children who speak English as an additional language, currently there are no children attending with identified learning difficulties or disabilities.

Currently 11 full-time staff, including the owner and the deputy manager, work directly with the children. Most of these staff hold a relevant childcare qualification. In addition, the nursery cook and administrator, both of whom hold a childcare qualification, provide relief cover. The nursery also retains three bank staff who are used regularly and agency staff are also used to cover absences.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The nursery provides all families with a warm welcome and staff are kind and caring. A small core of staff provide children with some stability, however, a high turnover of staff has resulted in an ineffective key person system and a lack of continuity of care for some children. Because some staff do not know the children well, informed planning for individual learning is limited, activities sometimes fail to engage children and, as a result, children make limited progress towards the early learning goals. Self-evaluation is ineffective because it fails to recognise and address the key weaknesses in the setting, and does not prioritise improvements which will result in better outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure that there are effective systems in place to ensure that the individual needs of all children are met and ensure that each child is assigned a key person (Organisation)

31/08/2009

- ensure all children are supported in their progress towards the early learning goals in all areas of learning (early learning goals) by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child (Educational Programmes)

31/08/2009

To improve the early years provision the registered person should:

- make sure that effective cleaning and hygiene routines are in place and ensure that all staff fully understand the how to implement good hygiene practices
- review the organisation of the rooms, in particular the pre-school room to ensure that the space is well planned to provide children with a safe and stimulating environment which can be used flexibly throughout the day

The leadership and management of the early years provision

The instability within the staff team has had a significant impact on the quality of care and education provided. The nursery is actively recruiting new staff and advertising for a new manager, but the current, almost daily, use of bank and agency staff has an unsettling effect on children and makes the key person system ineffective for many children.

There are sound arrangements in place to keep children secure within the nursery. Risk assessments are undertaken and recorded but sometimes fail to identify hazards.

Staff demonstrate a suitable understanding of the nursery's safeguarding policy and the nominated safeguarding officer is aware of the Local Safeguarding Children Board procedures. There are suitable arrangements in place to ensure that children are protected from unvetted people. A CCTV system enables management to view activities in all areas and parents are also able to log-in to the system.

The nursery has a set of policies and procedures, however, induction procedures for new staff and agency staff are minimal. Parents are provided with basic feedback in relation to their children's care, daily routines and the activities children have enjoyed during the day. Parents are aware of the key person system but some are unsure of their child's current key person because of the frequent changes. There are no effective arrangements in place to enable parents to contribute to children's progress records or to enable them to extend children's learning at home.

The nursery's self-assessment arrangements are not sufficiently robust. They identify what is working well and detail some plans for the future but fail to recognise weaknesses, and do not prioritise those improvements which would most significantly improve outcomes for children.

The quality and standards of the early years provision

Although established staff have worked with the Early Years Advisory Teacher to introduce a new observation and planning system, they are not yet sufficiently confident with the system, and the high staff turnover and subsequent use of bank and agency staff across the nursery, has further undermined the implementation of this. Children's records show significant gaps in recording, for example in some pre-school folders there were no observations for problem solving reasoning and numeracy or knowledge and understanding of the world and only one or two in other areas of learning. As a result staff do not have a clear picture of children's starting points and activities often lack challenge and fail to move children forward in their learning. Craft activities are mainly adult led with only a limited range of materials, such as paper glue and glitter which do not provide scope for children to explore their own creative ideas and result in children becoming disinterested very quickly

Staff are kind and caring but the key worker system is ineffective for many children and as a result children are unable to build secure attachments to a main carer within the nursery. Children's basic care needs are met. Staff ensure that children's dietary requirements are complied with and they make sure that all children have free access to drinking water throughout the day. Menus detail meals and snacks which are varied and offer healthy options. The large nursery garden is used by all children and provides space for them to play vigorously in the fresh air using the climbing equipment and wheeled toys. However, there are no clear plans for outdoor play and any learning is incidental.

Children enjoy playing together and older children are confident within their rooms. However, the organisation of some rooms is poor, and the structure of daily routines often leads to children's individual needs being overlooked. For example, all of the children are expected to rest or to sleep after lunch. Those that do not want to, have to play quietly, sometimes in low light conditions. The oldest children who do not want to sleep, sit together and watch television. This means that for long periods children have little choice of activity and often become bored and fractious.

The nursery ensures that accident and medication records and consent forms are appropriately completed and shared with parents, and there are appropriate policies in place relating to the care of sick children. Health and hygiene policies provide guidance for staff but not all staff understand or implement these fully. For example, communal bowls are used for hand washing in some rooms, and cleaning cloths for tables and changing areas are not always kept separate and are not changed daily. Such practices present a risk of cross-infection within the nursery.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met