

# Pitta Patta Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY331090
<b>Inspection date</b>	10/03/2010
<b>Inspector</b>	Angela Ramsey
<b>Setting address</b>	48 St. German's Road, LONDON, SE23 1RX
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Pitta Patta Day Nursery was registered in February 2006 and operates from a converted four-storey house in a residential area of Forest Hill in the London Borough of Lewisham.

The premises comprises of four group rooms, children's bathroom facilities, kitchen, office, staff room and adult bathroom facilities. All children have access to a secure enclosed outdoor play area.

A maximum of 48 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8:00am to 6:00pm for 51 weeks of the year. Children attend for a variety of days and sessions and a total of 51 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 special educational needs or disabilities. The nursery employs 19 members of staff. All childcare staff hold a relevant childcare qualification. The cook has attended a food hygiene course.

The nursery is registered on the Early Years Register and both parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Significant improvements have been made since the last inspection. All of the actions and recommendations set have been complied with. Staff provide a warm, friendly, caring and inclusive environment for children and their parents. Activities and learning opportunities for children are planned and children's development and achievements are recorded. However, the current process for self evaluation has not been fully developed to ensure weaknesses are identified so that improvements can be clearly prioritised to further improve outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the system for the self evaluation and monitoring of the service so that areas for improvement can be clearly prioritised to further improve outcomes for children
- ensure details are kept of the date on which CRB disclosures were obtained

## **The effectiveness of leadership and management of the early years provision**

Policies and procedures have been devised and are made available to parents. These ensure the safe management of the setting. Staff demonstrate a good understanding of safeguarding procedures and, as a result, children are protected. Staff are aware of the correct action to take in the event of a safeguarding issue.

The setting's recruitment procedures ensure staff are suitably qualified, experienced and vetted. Although a record is kept of the unique reference numbers of criminal record bureau (CRB) disclosures, the date on which they were obtained has been omitted. Potential hazards are managed due to the conducting of risk assessments. Fire drills are practised with the children and the details recorded. Accident records are also well maintained. The procedures for handling any complaints that may occur are also in place.

Firm partnerships have been developed with parents. New children are settled in gradually and parents provide information of their routines. Staff speak to parents daily about their child's day. Staff also keep a written diary which keeps parents informed of what their child has eaten, sleep times and what activities they have taken part in. Regular newsletters are also produced and parent meetings serve to keep parents informed of their child's developmental progress.

Staff demonstrate a commitment to inclusion and work closely with parents and Lewisham's early years intervention team to ensure each child gets the support he or she needs. During this inspection, parents were given the opportunity to make their personal views known about the setting. Of those who made their views known, comments were positive. The nursery is described as 'homely, with a large garden', the staff as 'caring' and 'the children are happy'.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy a balance of adult led and child initiated activities. Activities are planned across all six areas of learning. Consequently, children enjoy their time at Pitta Patta Nursery and are making good progress. Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. As children play, staff complete meaningful observations and take photographs of the children participating in various activities that are undertaken. A system to track children's progress has been implemented; children's achievements are recorded under each area of learning and their next steps planned for.

Children are happy and play cooperatively together. Babies and toddlers have formed warm trusting relationships with staff. They readily approach staff for reassurance, support and cuddles. Staff talk to the children consistently, encouraging their language skills. Younger children become competent learners as

they explore resources through touch, sight, sound, taste, smell and movement. For example, babies and toddlers respond to nursery rhymes which are played gently in the background. They also enjoy investigating and exploring toys. Toddlers squeal with delight as they move the coloured beads around the bead roller coaster. This develops their fine motor skills and logical thinking.

Younger children enjoy exploring different materials, for example, they enjoy being creative with sand, water and play dough. Children's physical wellbeing is met well. Children are well nourished and are provided with opportunities to be active when playing in the outdoor play areas which enable young children to acquire physical skills. After lunch the younger children who attend the nursery are able to rest which again aids their physical wellbeing.

Children are making connections as they use their imagination. During role play children pretend to change their 'babies' nappies and comb their hair.' Children are developing a healthy interest in books. They sit on cushions and enjoy being read to. Staff point out familiar objects in the illustrations. Babies and toddlers have opportunities to explore the texture of different objects such as pastry brushes, coloured bricks, plastic water bottles and spoons which have been put together in treasure baskets.

In the pre-school, children's communication, language and literacy skills are developing. During group sessions children are encouraged to listen to one another as they discuss their evening meal. Whilst participating in activities children are encouraged to share and take turns. A large container with different types of pasta, and pulses, such as lentils and black eye beans, are available for children to explore using sieves, measuring spoons, tongs and small dishes. The practitioner encourages children's language skills by asking open ended questions and giving children time to respond and decide what they want to say.

Opportunities for children to adopt healthy lifestyles are provided through their daily routines. Children enjoy their outdoor play space and have daily opportunities to enhance their physical skills as they pedal tricycles, ride scooters and climb on the climbing frame. Healthy meals and snacks are prepared by the setting's cook. Children's individual dietary requirements are catered for.

The staff team work together to offer care and support for children with additional needs. This is achieved through providing an inclusive environment where differences are valued and activities adapted to ensure all children can take part. Children behave well and understand the rules. If reminders are required staff deliver these in a calm and patient manner. Staff are good role models for the children as they talk and speak to each respectfully.

Improvements are viewed as important. The manager explained that the staff team do meet together and are beginning to contribute to the evaluation process as they observe and monitor overall practice.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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