

William Patten Day Care

Inspection report for early years provision

Unique reference number	EY335704
Inspection date	15/10/2010
Inspector	Gillian Walley
Setting address	William Patten Primary School, Stoke Newington Church Street, London, N16 0NX
Telephone number	0207 9237803
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Type of setting	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.

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Description of the setting

William Patten Day Care was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. The premises are situated within the grounds of William Patten Primary School in Stoke Newington, in the London Borough of Hackney. There is level access to the setting. A maximum of 24 children may attend the nursery at any one time. All children share access to an outdoor play area. The nursery is open each weekday from 9:00am to 6:00pm for 46 weeks of the year. There are six members of staff who work with the children, four of whom have early years qualifications to at least NVQ Level 3 and two of whom are working towards this qualification. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language. It works in partnership with the adjoining primary school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children, including those who are at an early stage of learning English and those who have special educational needs, make good progress at the setting because the manager and her staff provide a wide range of challenging activities for them. The manager and her team constantly evaluate the provision and procedures to identify what they might improve. They also update their skills by attending a wide range of training courses and they apply their new knowledge well to give the children better opportunities, for example in their outdoor play. Consequently, the setting has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- analyse the progress of different groups of children to ensure they are all making consistently good progress in all areas of their learning.

The effectiveness of leadership and management of the early years provision

The children are safe because procedures are very rigorous and reviewed regularly. The children often practise fire drills so that everyone knows what to do in an emergency. Staff check the premises daily to reduce the risk of an accident. The manager assesses the risks when taking children off site, for example to the park. If a child needs medicine or has an accident the manager tells parents at collection time. All staff have first aid qualifications. All staff are vetted and trained to ensure that children are safe. Policies to safeguard children meet requirements. Visitors sign in and the main door is always locked. Parents feel reassured that their children are completely safe.

The manager and her team are highly qualified and work well together. The manager embeds ambition well. They develop their expertise by attending many courses, for example improving outdoor learning. They make extremely good use of their premises and adapt very well to the uncertainty about moving to a new building. They have made significant improvements since the last inspection, for example there are now many more resources such as bikes to help the children develop their physical skills. They have physical education sessions in the school and they often visit the park or the common. The staff meet frequently to plan how the activities the children choose can develop their understanding in all areas of learning. This ensures that they make generally good progress. However, staff do not analyse the progress of different groups of children in order to evaluate the provision more effectively and ensure that all children, such as those learning English as an additional language, are challenged to reach their full potential. Staff observe the children's development and use these assessments very well to decide how to move children on to the next stage in their learning. They track children's progress and their records show what stages the children have reached. They use this information well to evaluate the provision and how it can be improved. They also share information with parents so that they understand the children's development and can support them well at home.

The manager works closely with the local authority to evaluate the provision and to provide specialist support for children who need it. This ensures that they make very good progress. She also has good links with the primary school so that children settle easily when they transfer. The children often use the school playground so that they begin to adjust to a new environment. They take part in special events such as Book Week. The setting works extremely closely with parents who cannot think of anything which could be improved. Parents enjoy receiving the detailed information about their children's progress, newsletters and information about local services. They feel their children make very good progress, especially in their concentration and knowing their letters and numbers. Parents of the youngest children receive daily information about sleep times and routines. The manager uses questionnaires so that she can consider parents' suggestions when reviewing procedures. Parents value talking to staff informally whenever they wish to and they come in to help in many ways. They work closely with the manager in planning the children's menus.

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

The children are polite and behave extremely well because the staff encourage them so much. The children have devised their golden rules which help them to make the right choices. The setting is inclusive and the staff adapt activities well to meet children's individual needs so that all are completely involved in the same activities. The atmosphere is calm and homely so that the children feel secure and settled. The children especially like playing outdoors in the playground where they ride bikes, develop ball skills and talk about the trees. They play very well together, share toys and take turns. They concentrate well, for example when solving puzzles. The adults question the children well to encourage them to explain

what they are learning and to challenge them further. They know each child as an individual and support them well, for example in understanding their sleeping patterns. The children can choose what they want to play with and the setting is extremely well-equipped. There is a good role-play area with many dressing up clothes which help children develop their imagination, for example by pretending to be at a hairdressers' salon. Some themes, such as transport and people who help us, especially appeal to boys and give them very good opportunities to develop their vocabulary and to play purposefully. The children make very good progress in developing creative skills such as in collage and leaf printing, and they are proud when their paintings are displayed on the classroom walls. They enjoy listening to stories and learning nursery rhymes. The children learn about different cultures and communities through talking about special celebrations, looking at photographs, tasting foods and some creative activities. They talk about the countries which their families visit and listen to stories in one another's languages. They play with puzzles and dolls which reflect the diversity of the world around them.

The children learn a great deal about the importance of a healthy lifestyle because they eat healthy snacks and lunches and they learn to prepare healthy food, such as fruit salads and flapjacks. They talk about the vegetables they grow in their garden. They can explain why they need to wash their hands. At meal times the children develop very good social skills and have very good table manners. They learn about road safety when they play with the road mat and small cars and when they walk to the park. The children develop their fine motor skills by threading beads and tightening nuts and bolts. They develop a good understanding of numbers because the staff use every opportunity to encourage them to count. They learn to recognise colours by finding objects of a given colour in the classroom. They become independent by registering themselves each day and by helping to put away their toys. The children develop an interest in the world around them through visits from people in the community, including a yoga teacher. They are well prepared for their transfer to the reception year.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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