

# Pitter Patter Ltd

Inspection report for early years provision

---

**Unique reference number** 503198  
**Inspection date** 11/08/2011  
**Inspector** Sylvia Cornock

**Setting address** 36 Warren Drive, Wallasey, Merseyside, CH45 0JS

**Telephone number** 0151 638 2911  
**Email** pitterpatter36@hotmail.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Pitter Patter Ltd is privately owned and was registered in 2001. It operates from two converted houses in Wallasey, Merseyside. All children share access to secure, enclosed outdoor play areas.

A maximum of 100 children aged under eight years may attend at any one time, of whom no more than 37 may be under two years of age. The nursery currently cares for children from birth to five years of age. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery serves the local and surrounding areas, and children attend for a variety of sessions.

There are currently 81 children on roll who are within the early years age range, some of whom are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 20 members of staff, including the manager, 18 of whom work directly with the children. All of the staff hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded. The setting's highly stimulating and challenging environment enables children to develop independent, active learning as they have fun. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children make outstanding progress within their individual learning journey, which is imaginatively shared through excellent partnerships with parents and carers. The staff are very professional and show high levels of commitment as they aspire to maintain the highest possible standards of care and education. The nursery continuously improves through well-developed, rigorous self-evaluation.

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

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

- offering different tools, techniques or materials when the available tools are inadequate to achieve the desired effects.

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

The strong management team ensure the safety and welfare of children are given high priority throughout the nursery. The safeguarding, complaints and emergency procedures are robust and known to all staff. Rigorous staff recruitment, employment and induction procedures are in place to protect children. Staff complete daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed to ensure children's safety. Staff are highly motivated and management consistently aspire to maintain high quality care and education for children. For example, all staff are fully involved in the continuous improvement of the nursery through self-evaluation. The staff focus on promoting children's welfare and helping all to make outstanding progress through the provision of excellent resources and learning opportunities. Staff regularly evaluate the outcomes for children to ensure that the service continues to effectively improve.

All staff are well qualified and experienced, and annual appraisal and supervision systems are in place to support staff and identify future training needs. Staff work effectively as a team because they feel valued, supported and involved within the nursery. Records, policies and procedures are superbly organized and are highly effective in supporting the service. The partnership with parents and carers is superb. Each child's key person works closely with parents and carers to secure a good understanding of each child's needs. The setting supports families and children with special educational needs and/or disabilities exceptionally well to ensure specific needs are met. Parents and carers of all children are included in what their child is doing, and are encouraged to continue this at home so that they too can enjoy seeing their child develop. The provider liaises effectively with other settings and carers to ensure the progression and continuity of learning supports the transition of children as they move on to school.

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

Staff organise the space, resources and outdoor experiences with great skill. The daily records kept of children's progress ensure that the six areas of learning capture children's interests. Consequently, children receive an extremely rich and stimulating play experience with a well-balanced mix of adult-led and child-initiated play. Routines are consistently used and applied so that all children feel secure, confident and at home. They make significant gains in their learning and development, and achievement is excellent in relation to individual starting points. Staff focus on children's personal, social and emotional development and there is an emphasis on self-esteem. Children take pride in themselves and show consideration for others, for example, through supporting a wide variety of charities. Staff make great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. An excellent range of resources are used well to enhance children's communication,

language and literacy skills. Children benefit from the superb outdoor areas; they play, view the gardens, grow vegetables and enjoy the environment around them. They also enjoy going for walks into the community and visit places of interest, such as the zoo.

Children's creative and physical skills, problem solving skills and understanding of the world develop well as they engage in a variety of activities suitable for their age and stage of development. For example, they count the various insects they view as they enter the bug trail within the outdoor area. Their understanding of sustainability is promoted as they use and view the reuse of natural materials, such as tables and chairs made from the felled trees in the garden. However, the use of different tools, techniques or materials when available tools are inadequate to achieve the desired effects is less well developed. Older and more able children are competent in the recognition of numbers and letters. They view their names and observe labels and print representing words. The older children show an ability and understanding of speaking French and of music and physical activities through weekly visits from teachers in their professional capacities. All children, including babies, enjoy and have great fun engaging in water play, sand, painting, and playing in the pirate boat. They select and explore the sounds of musical instruments from other cultures and countries. Children are involved fully in all aspects of an activity from start to finish and the staff take every opportunity to explain why something happens or how it works.

Children's welfare is promoted to a consistently high level. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through activities, discussions and practising emergency evacuations of the building. The nursery promotes healthy eating and provides children with an understanding of what is good for them through offering healthy meals and snacks. They clean their teeth after lunch and enjoy relaxing activities. Children celebrate different festivals and engage in activities to support their understanding of other cultures. They are encouraged to recycle items and engage in conversations on how this helps the environment. The setting focuses on emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment. As a result, children exhibit excellent skills. They know how to act safely indoors and outdoors, make healthy eating choices and adopt good personal hygiene.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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