

# Pitta Patta Day Nursery

48 St. German's Road, LONDON, SE23 1RX

<b>Inspection date</b>	20/08/2013
Previous inspection date	10/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- Children benefit from a well organised, welcoming and stimulating environment. They access a good range of resources and play materials that effectively support their all-round development.
- Children take part in a wide range of interesting activities and experiences that match their interests and needs and offer them challenges. They make good progress in their learning in relation to their starting points and capabilities.
- Staff have positive relationships with parents and welcome them into the nursery. They keep them well informed about care routines and activities on a day to day basis.
- The management team are very committed to continually developing the provision. They continually monitor and evaluate the nursery and take well-targeted steps to address any areas they identify for improvement.

### **It is not yet outstanding because**

- Staff have not yet fully developed strategies to engage all parents in their child's learning at the setting and at home.
- The use of children's home languages at the nursery has not been fully extended.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector spoke to parents at the setting, read parent testimonials, and took account of their views.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

Pitta Patta Day Nursery was registered in 2006. It is a privately owned nursery and is registered on the Early Years Register. The nursery operates from a converted four-storey house in a residential area of Forest Hill in the London Borough of Lewisham. Children are based in four group rooms over three floors, with stairs for access. There is a secure garden for outdoor play. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children attend for a variety of sessions. There are currently 77 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years old. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are 15 members of staff who work with the children including the provider and the manager. The manager has a relevant level 6 qualification. One staff member has a level 7 qualification; nine hold level 3 qualifications and three have qualifications at level 2. One member of staff is currently working towards a qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- engage all parents consistently in their children's learning, by making sure they are all fully up to date with their child's next steps and ways they can extend their learning at home.
  
- extend the use of children's home languages within the nursery to further support children's communication and language skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff welcome all children into the nursery and gather comprehensive information about each child's background, starting points and needs. For instance, they talk to parents during settling in visits and ask them to complete detailed registration forms. This helps staff get to know children well and provide all the support they need. They make sure they are well informed about any additional needs children have and adapt activities and routines to ensure that all children are fully included and their needs are met. Staff observe children's achievements closely and identify next steps for their learning, which they include in weekly individual plans. As a result, children make good progress across all

areas of their development. Staff keep parents well informed about children's daily care and activities, for example through communication books and verbal discussions. They also invite parents to an annual review and provide a written report. However, they have not yet fully developed strategies for keeping all parents up to date with their child's progress and next steps throughout the year. For instance, although staff working with older children complete a quarterly progress review and update parents on next steps at this time, this is not in place for younger children. Nevertheless, staff are developing new strategies to fully involve parents in their child's learning at home. For example, encouraging parents to contribute information about achievements at home and providing suggestions of how parents can extend children's learning.

Staff show a good understanding of how to support children's learning through play. They plan and provide an interesting, varied curriculum that ensures children of all ages take part in a well-balanced range of indoor and outdoor activities and experiences. They set out resources so that babies and toddlers can explore freely. Children enjoy investigating toys in baskets, drawing at the table with big crayons and exploring paint with their fingers in a tray outdoors. Staff promote their early communication skills effectively when they talk to them as they play, singing rhymes and sharing books. Older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They speak confidently, listen attentively to staff at circle time and learn to do things for themselves. Staff engage children very effectively when they use props and different voices to bring stories to life. They support children's language development skilfully when they ask questions to extend conversations and encourage children to express their ideas. Staff support children who speak English as an additional language appropriately when they start. For instance, by finding out key words from home and using a visual timetable. However, they have not yet fully developed the use of children's home languages within the daily life of the nursery setting. For example, there are few signs or labels in other languages or songs and music that might be familiar from home.

Staff support children's understanding of shape, size and number well through everyday routines. They sing number songs with babies and toddlers and count out the bricks as they play. Staff talk to children as they fill containers at the water tray, introducing language to discuss size and capacity. They encourage children to work out whether a staff member could fit through the tunnel in the garden, or if they might be too big. Children of all ages have fun outdoors in the large garden. Children enjoy digging in the earth and bark chippings with spades and staff provide wheelbarrows and carts to extend their game. Younger children find out what happens when they put their fingers into the shaving foam and then into water and staff encourage them and give them time to freely explore.

### **The contribution of the early years provision to the well-being of children**

Children make good relationships with staff and each other. Babies benefit from consistent carers who get to know them well. Staff carefully follow children's familiar home routines when they start. This helps children feel safe and secure and effectively promotes their emotional and physical well-being. Staff have a calm, consistent approach. They give

gentle support and guidance that helps children behave well. They remind children to be kind to each other and use strategies such as a sand timer to help them learn to take turns. Children quickly become familiar with the routines and expectations of the setting, lining up to go in the garden and sitting quietly on the carpet for circle time. Older children show very good levels of independence, for instance, when they help set the table for lunch, confidently pour their own water and serve their own food.

The nursery is welcoming and well organised. Staff create an interesting and stimulating play environment and make sure that a wide range of good quality resources are within easy reach, so children can select things for themselves. Staff are vigilant in promoting children's safety. They check the premises for hazards every day and supervise children closely at all times. Children gain an understanding of risks and how to keep themselves safe when staff talk to them about how to use their cutlery carefully and they remember they might hurt themselves if they put their knife in their mouth. They learn to walk down the stairs safely holding on to the rail. Children all take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health effectively. From a young age children learn to manage their own personal needs when they wash their hands before they eat using the easily accessible sink in their playroom. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, to minimise the risk of cross-contamination. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises. They help themselves to a selection of fresh fruit at snack time and look forward to their favourite lunch. They find their own placemats at meal times, which also ensure staff can easily identify any special dietary needs. Children play outside every day as part of a healthy lifestyle. They practise their physical skills as they run around, crawl through tunnels, dig, explore and climb.

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

Effective arrangements are in place to safeguard children and promote their welfare. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. All staff attend comprehensive child protection training. This ensures they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice. All required documentation is in place and records are comprehensive, well organised and up to date. The management team monitor staff performance effectively through regular supervision meetings and appraisals. Staff attend local courses and management also arrange regular in-house training to further develop and extend staff's skills. This results in a well-trained, supported and motivated staff group.

The management team are very committed to continually developing the nursery and providing a high quality service. They have a good understanding of the learning and development requirements and monitor the provision closely, for instance checking

children's files regularly and evaluating plans and activities. They constantly review the provision and take effective steps to address any areas they identify for development. For example, they have decorated the nursery and reorganised rooms so that more resources are on shelves rather than in cupboards. As a result, children benefit from a bright, interesting and more accessible play environment. The nursery also now has a well-used parents' room, which they can use while settling children in or for confidential discussions with staff. The management team now have plans in place to continue to develop and update the outdoor play provision.

Parents speak highly of the nursery and the positive impact that the new manager has had on the quality of the provision. They value the friendly, caring approach of staff and feel their child is safe and well cared for. Parents have access to comprehensive policies and procedures and are kept informed about the provision through notice boards and regular newsletters. Staff make sure they build links with other settings that children attend where this applies, for instance as children prepare to move on to school. They work closely in partnership with the local authority early intervention team and other professionals and agencies if children have additional needs. This ensures children experience a consistent approach to their learning and care and their needs are met well.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY331090
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	924711
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Jacqueline Hussein
<b>Date of previous inspection</b>	10/03/2010
<b>Telephone number</b>	02086 904100

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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