

# Pitta Patta Daycare

Unit 1, Whitehall Industrial Park, Whitehall Road, TIPTON, West Midlands, DY4 7JY

## Inspection date

25/04/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 are happy and relaxed within this welcoming nursery. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- Leadership is strong and staff knowledge of the requirements of the Early Years Foundation Stage is good. Consequently, children are making good progress in their learning.
- Children are protected from harm because staff have a good knowledge of safeguarding, and recruitment procedures and performance management arrangements for staff are robust.
- The educational programme is of high quality because it is varied and stimulating. Assessment of children's development is precise, which enables staff to share good quality information with parents and carers about children's learning and development.
- Children who speak English as an additional language are well supported. As a result, they are well prepared for the next stage in their learning.

### It is not yet outstanding because

- There is scope to tailor large group activities to match children's individual learning needs more precisely, in order to promote their good progress even further.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all areas used by children.
- The inspector and nursery manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector read and discussed the nursery's self-evaluation form.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julia Galloway

## Full report

### Information about the setting

Pitta Patta Daycare was registered in October 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Tipton, West Midlands and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is small outdoor play area. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 26 children attending, all of whom are in the early years age group and attend for a variety of sessions. The nursery provides funded early education for two- three- and four-year-old children. It supports children who speak English as an additional language. The nursery employs seven members of childcare staff, of these six hold appropriate early years qualifications at level 2 or 3. The manager holds Qualified Teacher Status. The nursery receives support from the local authority.

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

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

- review the organisation of large group activities so that individual children's next steps are more precisely targeted on these occasions and their good progress is maximised.

## Inspection judgements

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

Children are making good progress because staff plan and prepare a wide range of activities that interest and motivate them to learn. Educational programmes are of high quality because they have depth and breadth across all areas of learning. This enables children to engage in a balanced range of experiences. The nursery is well organised and led by a strong management team who provide a safe and stimulating environment for the children who attend. Planning is detailed and gives consideration for the different ages and stages of development of the children. Staff differentiate activities depending on the needs of the group and they take account of children's interests and preferences. This means that children engage in activities that interest them, which supports their learning during play. Staff plan activities for specific groups of children and all children also have individual planning documents, which identify next steps in learning. Consequently, teaching is good because staff have clear objectives for activities. On occasions opportunities to extend learning even further during group activities are missed. This is because staff do not always incorporate individual children's next steps in learning when planning for group time. However, all staff are aware of children's levels of attainment and they adapt their responses to children accordingly. For example, when a small group of children aged two-, three- and four-years-old are taking part in a creative activity using foam, a member of staff prompts the four-year-old to write her name in the foam while

encouraging the two-year-old to make marks and patterns. She also notices that one child does not like the feel of the foam so she provides a paint brush so that she can join in without touching it. As a result, the activity interests all of the children who readily take part.

Children's progress and achievements are closely monitored because the nursery has established an effective assessment system, which is routinely carried out. Assessment profiles are completed on entry and every three months thereafter. These identify attainment or highlight any gaps in progress. Key persons have a good understanding of their children's needs and next steps because documents are informative and precise. Regular observations and photographs are used to support this process. Parents and carers are regularly provided with information about their children's progress and a two-way flow of information has been established. Parents and carers routinely look at children's files and attend parents' and carers' evenings, when they contribute to their child's learning by sharing information about what their children like to do at home. They are also asked to help identify targets for future learning, which promotes consistency for children. The nursery has a number of children who speak English as an additional language, parents and carers report that they are happy with the progress that their children are making in their speaking and understanding. The nursery provides these children with individual, targeted support to help them acquire communication and language skills that support their all-round development. The nursery works in partnership with the parents and carers of these children by, for example, sending home storybooks written in two languages. Parents and carers are asked to read the story in the children's home language and then nursery staff re-read the same story in English at nursery. This supports children to understand the similarities and differences that languages have and also that both are valued and important. Consequently, any gaps in these children's communication and language skills identified on entry are closing and children acquire key skills that support their learning.

Children take part in a wide range of activities both indoors and outdoors, which supports their differing learning styles. All rooms are well laid out and have recently undergone refurbishment. Children have specific areas for messy or creative play, role play and quiet time in addition to a number of general play areas and an outdoor area. This means that they have opportunities to independently move around making choices about what they would like to do. They appear happy and confident as they do this. This is in addition to a range of planned group activities, which are generally focused and challenging. Children show awareness of daily routines, which means that they are gaining important skills that will support their ongoing learning when they move to school or other nurseries.

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

All children appear settled and relaxed at the nursery because they have formed secure attachments with staff who are positive and welcoming at all times. Photographs of the children taking part in activities are displayed in all rooms. Consequently, children develop a sense of belonging, which supports their emotional well-being. All children also have an individual needs document that contains accessible information about their care needs. For example, when or how they like to sleep and what comforters they prefer to help them to

settle. This helps to promote consistency for children who settle down quickly when they are tired and need a sleep. Sleeping arrangements ensure that those who need to rest and sleep can do so away from others that are still playing.

Children learn about a healthy lifestyle because they are provided with a balanced healthy diet. All meals and snacks are prepared onsite and include daily fruits and vegetables. Staff give positive messages about healthy food by, for example, saying 'drinking your milk will make you strong'. Information about what children have eaten is shared with parents and carers when children go home, to ensure that they know what their child has eaten. The nursery asks parents and carers to provide information about any preferences, allergies or specific dietary requirements. Children are encouraged to be independent at mealtimes because they help to pour and serve drinks for their friends. Children have access to resources and activities which encourage them to take exercise. This includes opportunities to use the outdoor area or to go on walks in the local area. Regular trips into the local area supports children's understanding of the world around them. They routinely visit the local library or join activities at a local children's centre. The nursery also employs a sports coach who visits the nursery on a weekly basis, offering a specific programme of physical activities. Consequently, all children have opportunities to take part in activities that support their physical development. Risk assessments are carried out which include safety checks and the identification of hazards during activities. For example, when going on a walk to the library all children wear high visibility vests to ensure that they can be seen. Older children hold an adults hand and younger children sit in pushchairs. Staff discuss with children about the risks of crossing the road and all children listen to the staff, following their instructions. This provides children with experiences that support them to learn about how to keep themselves safe and the correct way to behave. Staff are vigilant about recording any accidents or injuries and most staff have attended training that enables them to administer first aid.

Children move easily between rooms when the time comes because these changes are well planned. Children initially have short visits to new rooms and then spend increasing amounts of time there until they are settled. Staff discuss the move with parents and carers to ensure that they are involved. The key persons share information and because children's files are detailed and informative new staff have good quality information about their new key children. As a result, children who have recently joined the two to five's room are very happy and settled. New children to the nursery attend for settling visits with their parents and carers and good quality information about their routines, care needs, likes and dislikes is gathered. This means that staff have all the information that they need to settle new children quickly, which promotes their emotional well-being. Communication has been established with local schools to ensure that important information about children is shared to support them when the time comes to move on. The nursery staff show awareness of the importance of preparing older children for this move and have begun to discuss school placements with parents and carers.

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

Leadership and management is strong and there is a clear motivation to develop the nursery to improve outcomes for the children that attend. The nursery ensures that children are kept safe from harm and all children make good progress and appear happy as a result. Safeguarding responsibilities are understood by all staff and information to support safeguarding practice is displayed in all rooms. Lead members of staff with safeguarding responsibilities ensure that all legal requirements are met. The nursery has a robust recruitment procedure that includes obtaining an enhanced Disclosure and Barring Service check and verifying staffs' suitability to work with children. This is achieved through requesting of references and viewing certificates of relevant qualifications. Induction of new staff involves ensuring that staff have important information about their role, policies and procedures. A checklist is used to record that this is done. The performance management of all staff is managed effectively through regular meetings and observations of staff working with children. The manager evaluates practice by highlighting any strengths or weaknesses and offering support or praise where required. This ensures that all staff working with children are capable to do so. Any underperformance of staff is tackled quickly. Targets for improvement are set and progress is monitored. As a result, staff practice is good and morale is high. This helps to provide a positive and stable environment for the children. Staff regularly attend training to support their practice and ongoing professional development. Consequently, teaching and the impact that this has on children's learning is good because staff are skilled, motivated and enthusiastic.

Children are making good progress overall in their learning and development and a wide range of planned activities and experiences support this. Children's progress is regularly assessed and good quality information about all children is recorded. The managers have identified the need to be able to monitor children's progress across the nursery and the precise information that has been gathered about individual children supports this process. Teaching and learning is consistently good across the nursery because all staff have an in-depth understanding of how children learn. Educational programmes are varied and interesting to children, which means that they are enthusiastic about what they are learning. Good partnerships with the local library and children's centre mean that children can take part in a variety of activities outside of the nursery. For example, children enjoy attending a magic show and joining in with a disco. These exciting experiences compliment the already good range of activities provided within the nursery and show a commitment and drive from the nursery to provide children with activities and experiences that they enjoy.

The managers use effective self-evaluation procedures to identify any areas for development and detailed action plans provide evidence of many recent improvements that have been made. Action plans also clearly outline plans for future developments that will further enhance the nursery. Parents and carers have been asked to complete questionnaires and information from these has strengthened the self-evaluation process. Good relationships between staff, parents and carers exist and parents and carers are complimentary about the nursery. The nursery also works in partnership with the local authority, which has resulted in recently obtained funding to further develop key areas within the nursery. The nursery manager works closely with a local advisory teacher and attends meetings with local schools and other providers. This provides a network of

support and promotes the sharing of important information about children when they move on, or if they attend more than one setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY466013
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	939423
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	33
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Miss Laura Jayne Wilkinson and Mrs Tracy Jayne Ward Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07450520011

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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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