

# Patacake Day Nursery Ltd

Sedley Court, Malta Road, CAMBRIDGE, CB1 3LW

<b>Inspection date</b>	24/07/2014
Previous inspection date	06/05/2009

<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	2
The contribution of the early years provision to the well-being of children	1	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, self-assured and confident. They benefit from a dedicated staff team who know them well and provide good care and education.
- The quality of teaching and learning is good as staff have a secure understanding of how children learn. This is supported through accurate assessment and planning for children to ensure they make good progress.
- Partnership with parents is strong. Parents regularly contribute to children's development records. They work together with staff to ensure all children thrive and enjoy a stimulating learning experience in the nursery and at home.
- Staff ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety.

### It is not yet outstanding because

- There are occasional lapses in the good hygiene procedures in place in the baby room.
- Staff do not always provide sufficient interesting and exciting resources in the older children's role-play area. This means children do not use the area well to enhance their imaginative and creative ideas.

## 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 activities both indoors and in the outside play areas.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records and planning documents.  
The inspector checked evidence of suitability, qualifications of staff working with
- children and a range of other documents, including the safeguarding procedures, the self-evaluation and action plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Jill Hardaker

## Full report

### Information about the setting

The Patacake day nursery was registered in 2005 and is on the Early Years Register. It is situated in purpose-built premises in the Coleridge area of Cambridge, and is privately owned and managed. The nursery serves the local area and is accessible to all children. There are enclosed play areas available for outdoor play accessible from every room. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 194 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 38 members of childcare staff. Of these 34 hold appropriate early years qualifications at level 2 to 7 including one with Early Years Professional Status.

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

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

- ensure staff adhere to the good nappy changing procedure at all times, therefore, ensuring all children are kept safe from cross-infection
- ensure that older children have a wide variety of interesting and exciting resources to support their imaginative and creative play.

### Inspection judgements

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

Teaching and learning is good because staff have high expectations and understand how children learn. Children have access to a variety of toys and resources that cover all seven areas of learning in both the indoor and outdoor environments. Babies are eager to investigate and enjoy many experiences supported by staff. Babies especially enjoy an activity finding items in a bag that match with one of their favourite songs. They dance, sing and clap, clearly showing their enjoyment. Staff leave this activity out once the group time is finished. As a result, babies show a high level of concentration as they seek to match the items with the song cards. Children in all rooms show good levels of concentration and become engrossed in their play. Consequently, children make good progress in their learning and development. Some environments set up by staff support children's learning particularly well. For example, an area outside set up to attract minibeasts results in the children discovering a caterpillar. A staff member supports children's learning extremely well as she finds a book showing a life cycle of a caterpillar. Her effective questioning of children enable them to talk about what has happened before

and what will happen next. Staff member's warm sharing of storybooks about caterpillars concludes this activity very well. This promotes children's knowledge of the world and literacy development. However, staff in the pre-school rooms do not maintain the role-play areas effectively or make use of them as an effective teaching resource. A lack of equipment means children are reluctant to use these areas and this limits their opportunities to be freely creative and imaginative. Staff in the toddler rooms develop children's mathematical development by providing resources for pattern making and matching numbers. They support children well to enable them to complete patterns and praise them for their efforts. This means children are keen to further their mathematical learning.

Staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They assess and identify children's starting points and ongoing development stages well. This ensures most children make good progress in all areas in readiness for school. Parents state they are well informed about their child's progress. Development records contain regular updates from parents' observations at home. This shows they engage in their children's learning. Daily conversations with the key person and the open door policy ensure parents are very well informed of their child's day at nursery. Staff send home learning leaves to encourage parents to support children's learning at home. This promotes children's learning further. Regular emails and parent consultations enable parents to have good knowledge of their child's development.

Staff support children with special educational needs and/or disabilities and those who speak English as an additional language well. The child's key person learns special words in the child's home language. This enables children to feel secure. Staff help children requiring additional support to achieve very well. The use of visual timetables, prompts and signs to support children to understand the routine of the day, enables them to fully participate in all activities. Speaking and listening skills are promoted effectively. This is because staff spend time involving children in discussion and conversation. The effective use of questions enables children to think critically and solve problems. As a result, the older children hold effective and sustained conversations with their peers.

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

Children are happy and enjoy their time at the nursery, especially when playing outdoors. Staff actively use the outdoor areas to enhance children's enjoyment of the natural environment. Children in all rooms have access to age-appropriate resources, which allows them to balance, run and ride in a safe environment. Consequently, they are developing skills in knowing how to keep themselves safe. Staff promote healthy lifestyles by providing freely available water at all times. The nursery recently undertook a project focusing on children's hydration levels. This highlighted children in the nursery were not drinking sufficient levels of water through the day. Therefore, the nursery purchased individual water bottles for children. The result of this is that children are now drinking more, which promotes their health and well-being. All children from babies through to pre-school are encouraged to be independent at meal times. Parents are encouraged to provide a healthy packed lunch for children. Staff support children to access their lunchbox

and open their food items. This develops their independence effectively. Children are developing good social skills, which prepares them for experiences in the wider world, such as school. Children in the toddler and pre-school rooms are encouraged to wash their hands before eating food and after using the bathroom. Therefore, staff further promote their health. However, there are occasionally lapses in hygiene in the baby room, as some staff do not always adhere to the nappy changing procedure and this compromises children's health.

Staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is good and they make effective friendships. Staff are good, positive role models, they show respect for children and support them well. Consequently, children feel emotionally secure and are confident, independent and self-assured individuals. Children develop strong attachments with their key person and the staff team. Staff in the baby room ensure they prioritise babies' individual routines. Consequently, babies are happy and settled in the nursery. Staff manage transitions within the nursery well. Visits to the next room with a familiar member of staff ensure children are supported. Staff ensure resources and activities on offer are familiar and popular with children involved in the transition. This supports children's ongoing learning and development.

Parents of children who speak English as an additional language and children with special educational needs and/or disabilities, speak highly of the support they receive from the nursery. Children learn about their own and other's cultures and language as they celebrate special days and festivals. Therefore, children learn to recognise and respect each other. Staff prepare children well for the move to school as they have very good links with local schools. During the summer term, teachers visit the nursery to observe children. Consequently, children talk eagerly about going to school and look forward to the transition. The key persons of children with special educational needs/and or disabilities visit schools to meet the next teacher. This enables them to support children and parents through the transition and effectively promotes their development and readiness for the next stage of learning.

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

The highly motivated manager demonstrates a strong drive and commitment to maintain the good standards of care and education she and staff provide for children. Staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they have about a child. Most of the staff have a current paediatric first-aid qualification. Therefore, children are kept safe and secure in the nursery.

The manager has a good knowledge of the skills of her staff and she gives their professional development high priority. Regular supervisions by room leaders and

management appraisals mean that staff are constantly improving their good practice. The impact of this is evident in the nursery as staff evaluate their practice and strive to improve the service they offer to children and parents. Room leaders' monitoring of children's education, learning and development ensures assessments are accurate and consistent. The planning schedule shows how children's interests, development and achievements feed into the planning for their next steps in learning. Consequently, all children are making good progress in their learning and development given their starting points.

Staff work well with parents to ensure they are meeting children's individual needs. Parents speak very highly of the provision and feel they are given excellent support by staff. Those spoken to at the time of inspection talked about how much they value the learning experiences their children take part in and how they recommend the nursery to others. There are many opportunities available for the flow of information between staff and the parents, such as, emails, newsletters and discussions at flexible drop-off and collection times. The nursery works well with other agencies and professionals, such as, the local authority, speech and language therapists and staff based in local children's centre. Close partnership working with professionals involved with children who speak English as an additional language and children with special educational needs and/or disabilities, ensures children's needs are adequately met. The manager supports families in the move to school very well. In October each year a local head teacher attends a session at the nursery to support parents through the admissions process.

## 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>	EY316975
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	849047
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	116
<b>Number of children on roll</b>	194
<b>Name of provider</b>	Patacake Day Nursery Ltd
<b>Date of previous inspection</b>	06/05/2009
<b>Telephone number</b>	01223 411636

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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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