

William Patten Day Care

William Patten Primary School, Stoke Newington Church Street, London, N16 0NX



Inspection date	29 January 2016
Previous inspection date	15 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form secure emotional bonds with their key person. Care practices promote children's physical and emotional well-being. They are settled, confident and motivated to learn. Parents praise the enthusiastic staff and managers for helping their children to feel secure and happy in the nursery.
- Staff understand how children learn and they interact well with them. Children enjoy a range of indoor activities that provides opportunities for them to explore all areas of learning and development. Children make good progress in their learning.
- Staff create a warm and friendly environment. Children are confident. They are learning to be independent and have good communication and language skills. This helps to prepare them for the next stage in their learning.
- Staff work alongside other professionals to implement plans that support children with additional needs. Staff promote an inclusive environment and encourage children to celebrate their similarities and differences.
- Staff provide gentle and calm support for children to manage their own behaviour and feelings.

It is not yet outstanding because:

- Not all staff make the best use of every opportunity to support children's thinking and language development.
- Partnership working with other settings that children attend is not fully embedded.

What the setting needs to do to improve further

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

- share existing strengths in teaching, in order to further develop staff's skills so that they use questioning more effectively to deepen children's understanding and encourage them to express their thoughts
- find more ways to maximise partnership working with other settings that children attend in order for children to benefit more from a shared approach to their care and learning.

Inspection activities

- The inspector viewed the areas of the premises used by children.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and the provider. She looked at relevant documentation, such as the nursery's plans for improvement and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also spoke to children at appropriate times throughout the inspection.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

There are effective performance management systems, including ongoing training for all staff. Regular supervision and appraisals enable staff to identify their own strengths and areas for improvement. The arrangements for safeguarding are effective. Through training, staff know how to protect children. The staff are informed, committed and passionate about their roles. Parents are involved in the assessment process so they can support their children's learning at home. In partnership with the child's key person, the manager carries out monitoring of children's progress to identify any gaps in achievement. Highly effective partnership working takes place with the parents and carers. However, partnership working with the local school is less effective, to prepare children for the change ahead.

Quality of teaching, learning and assessment is good

Children happily arrive at the nursery and quickly settle, choosing from toys and resources set out for them. They enjoy make-believe play, painting and drawing alongside their friends. Staff have a good understanding of how children develop and they carry out observations and assessments of children's learning. They then use this information to identify what children need to learn next and to inform future planning to extend children's progress. Staff provide activities that broaden children's experiences and help children to develop their skills. For example, staff motivate children to learn through enthusiasm and playful interactions. They use naturally occurring opportunities, such as a windy day to make kites with children. They thoroughly enjoy running around and flying their kites outside. Children develop a sound knowledge of mathematical concepts. Staff routinely talk about sizes and count during activities, such as at registration time.

Personal development, behaviour and welfare are good

Toys and resources are accessible so that children can decide what they want to play with and find these independently. Staff also ask children what they want to play with and follow their suggestions which shows children that their views and ideas are valued. Children have good opportunities to develop strong self-esteem as staff praise their efforts and successes. Children learn to respect others and their needs as staff set clear boundaries about acceptable behaviour and have high expectations for this. Children learn about maintaining good dental health and why exercise is important. They learn effective hygiene routines as part of developing self-care skills. They are becoming independent and learning how to make friends. There are opportunities for children to test their physical skills and take well-managed risks. Staff teach children how to stay safe in a variety of situations, to help develop their future ability to manage their own safety.

Outcomes for children are good

Children make good progress in learning. Staff are aware of children's starting points and capabilities and they support them well.

Setting details

Unique reference number	EY335704
Local authority	Hackney
Inspection number	1024319
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	38
Name of provider	Linda Ann Phillips
Date of previous inspection	15 October 2010
Telephone number	0207 9237803

William Patten Day Care was registered in 2006. The premises are situated within the school grounds. The nursery is open each weekday from 9am to 6pm for 46 weeks of the year. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two staff are currently working towards a qualification at level 3. The nursery supports disabled children and those who have special educational needs, and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

