

Pitta Patta Day Nursery

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



Inspection date

22 June 2016

Previous inspection date

20 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There are inconsistencies in the quality of teaching across the nursery because some adults do not know how to fully support children's learning. For example, when a baby knocks down a tower that the adult has built the adult does not recognise how this can be used to extend the baby's learning and development.
- Adults are not consistent in their approach to managing children's behaviour and so children do not always understand what is expected and why.
- Adults do not make the most of learning opportunities during some routine times, such as meal times. For example, young children sit for long periods waiting to be served their lunch by the adults and are not engaged in any activity.

It has the following strengths

- Managers have identified what is working well and what needs to improve to ensure consistency in practice across the nursery.
- Hygiene practice is consistent and staff are confident in supporting one another so that the wearing of gloves and aprons at meals times and nappy changing is embedded and children's health is protected.
- Adults support children well when it is time to move to the next room or onto school. Older children are encouraged to share their experiences of visiting school with their friends.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that systems for monitoring the quality of teaching are fully implemented across the nursery to help staff understand and know what needs to improve and teaching is consistently strong	29/07/2016
■ ensure that adults are consistent in their approach to managing children's behaviour and provide clear expectations of what is expected so children gain a greater understanding from what is right and wrong	29/07/2016
■ make the most of learning opportunities during routine times, particularly meal times, so children are actively engaged in purposeful activities and children's skills are fully promoted.	29/07/2016

Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector spoke to children, staff, and managers at appropriate times during the day. She held a meeting with the managers.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, the nursery's self-evaluation and action plan, evidence of training and a range of other documentation including, policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of the leadership and management requires improvement

There have been some recent changes in the staff team, including to the management team. Managers have identified what is working well and what needs to improve. They have recently tested staff's understanding of the nursery's policies and procedures for keeping children safe. This has helped identify which aspects of knowledge needed reinforcing to ensure staff know what to do if they had a concern about a child. Safeguarding is effective. There are improved processes for recruiting staff and procedures are in place to check their ongoing suitability. Managers are at an early stage of implementing systems to observe and monitor practice in order to help staff identify and understand what they need to do to improve.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable because adults do not make the most of learning opportunities. For example, adults model language well when older babies select books and snuggle up close to enjoy listening to stories. However, during water play with younger children, there are limited resources for children to develop their physical skills and the behaviour of the children becomes the focus rather than what children can learn from playing in the water. Some adults join in and take children's lead in play. For example, as pre-school children play outdoors the adult becomes the wolf as children recall the story of the three little pigs. However, the quality of adult interaction with children is variable. When children are playing pirates on the balance beams the adult lets children know that she is leaving the garden area with some children but will be watching from the top of the garden.

Personal development, behaviour and welfare require improvement

Some adults communicate with babies and explain what is happening while they change nappies. However, other young children are approached from behind as an adult deals with personal care needs, such as wiping children's noses. This means children do not always know what is about to happen next. Adults deal with some behaviour in a positive way. For example, adults help young children to remember who comforters belong to and help them to return to their friends. However, when children are kept waiting at meal times with nothing to do, their behaviour deteriorates. For example, they begin to argue about place mats. Adults notice this and move one of the children to sit elsewhere without first finding out what has happened or providing an explanation of why this is needed. This does not help children understand what is right from wrong.

Outcomes for children require improvement

Children have some of the skills they need to be ready to move onto their next stage in learning. Information gathered from parents about what their child can do is used by keyworkers to plan for the child's next stage in learning. However, the variability in the quality of teaching means children do not make as much progress as possible. Managers are in the early stages of checking what assessments of children tell them so they can make changes to provision in order to ensure all children, including those with special educational needs, make good progress.

Setting details

Unique reference number	EY331090
Local authority	Lewisham
Inspection number	1049999
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	48
Number of children on roll	86
Name of registered person	Jacqueline Hussein
Registered person unique reference number	RP514255
Date of previous inspection	20 August 2013
Telephone number	02086 904100

Pitta Patta Day Nursery was registered in 2006. It is a privately owned nursery and operates from a converted four-storey house in a residential area of Forest Hill. 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 till 6.30pm for 51 weeks of the year. 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 disability and those who speak English as an additional language. There are 21 members of staff who work with the children including the provider and the manager. The manager holds a relevant level 5 qualification, one staff member has a level 6 qualification, nine staff hold a level 3 qualification and three have qualifications at level 2. Other staff include; apprentices studying towards their level 2, a music teacher, care-taker and chef.

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