

Pitta Patta Pre-School

Within Great Bridge Library, Tipton, DY4 7JF



Inspection date	16 February 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The well-qualified and experienced team demonstrates a good commitment to improving outcomes for all children. They create a very nurturing and welcoming pre-school where children have positive learning experiences.
- Teaching is good and practitioners are very responsive to children's needs. They use their knowledge of how children learn and develop to tailor activities matched to children's individual learning needs and interests.
- Practitioners have a calm, respectful and nurturing approach and recognise the uniqueness of each child in their care. Children are happy and they develop warm and trusting relationships with practitioners. This supports children's emotional well-being effectively.
- Children's personal, social and emotional development are strong. All children are seen as unique individuals. Good partnerships with parents and links with other agencies and professionals make a strong contribution to meeting children's specific needs.
- Children's health and well-being are promoted successfully and they learn about healthy lifestyles. Children delight in playing outside and enjoy healthy snacks.

It is not yet outstanding because:

- Practitioners do not always find out as much as possible from parents about what children already know and can do when they first start attending.
- Practitioners' professional development is not yet specifically focused on raising the quality of teaching to outstanding levels.

What the setting needs to do to improve further

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

- seek more detailed information from parents about children's capabilities when they first join the pre-school
- extend the focus on practitioners' professional development in order to raise the good quality teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the provider and manager. She looked at a sample of policies and children's records, and discussed planning and assessment.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children.
- The inspector spoke to practitioners and children during the inspection.
- The inspector talked to the provider about the pre-school's self-evaluation and plans for improvement.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners are clear about what action to take in the event of a concern being raised about a child. They have a secure knowledge of signs of abuse and neglect and other potential risks to children in the wider safeguarding agenda. Outcomes for children are good because the whole team has high expectations of what children can achieve. Children's progress is checked closely to identify any gaps in their learning, which are swiftly closed. A stimulating environment and a wide range of play and learning experiences get children off to a good start in their learning. Parents speak highly about the pre-school. They say their children are excited about coming to pre-school and make good progress.

Quality of teaching, learning and assessment is good

Practitioners are skilful in the way they interact with children. They use their good teaching skills to model play, showing children how they can use the equipment to the best effect. Practitioners encourage children to question, explore ideas, enjoy learning and have fun. Children use their senses as they explore a range of natural materials. They like painting and playing in sand and water. Children engage well when they explore the tray of oats and icing sugar to look for the hidden shapes. They eagerly identify squares, triangles and circles. Children create handprints on paper and use magnifying glasses to explore the print. They use their imagination well in the role play area and use their critical-thinking skills at the puzzle table. A strong focus is placed on promoting language and listening skills. Practitioners give children time to copy words they say and plenty of time to respond to their questions.

Personal development, behaviour and welfare are good

Children enjoy their time at this supportive pre-school where they can learn, explore and develop safely. Very good attention is given to settling in new children and guiding them through the daily routine. Children thoroughly enjoy the opportunity to play outside and are very keen to explore as soon as the doors are open. Practitioners work very effectively with the children to help them learn about good behaviours. They act as positive role models and develop a lovely rapport with children and teach them about sharing and taking turns. Children learn about the world around them and a wider society through activities about different festivals. Topics, such as people who help us, work well to get children to think about how adults who have different jobs can help them and keep them safe. This includes good discussions about the role of the police, doctor and dentist. Practitioners share information daily about all aspects of children's care and learning and they provide ideas to help parents be involved in their child's learning at home.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points and individual needs. They develop competent independence skills as they make choices about what they would like to play with and learn how to manage their own personal care. Children are confident and happy and learn key skills to help them when they move on to their next phase in learning.

Setting details

Unique reference number	EY492128
Local authority	Sandwell
Inspection number	1029487
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	14
Name of registered person	Pitta Patta Daycare
Registered person unique reference number	RP534800
Date of previous inspection	Not applicable
Telephone number	01215577808

Pitta Patta Pre-School was registered in 2015 and is one of two settings owned by the same partnership. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The pre-school is open Monday to Friday, during school term times, from 1pm until 4pm. It provides funded early education for two-, three- and four-year-old children.

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