

# Pitta Patta Daycare

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



## Inspection date

17 May 2017

Previous inspection date

25 April 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Managers fully understand all of their responsibilities. A range of documents and records is used effectively to support good practice. Children's safety and welfare are fully promoted.
- Children make good progress in their learning. Staff observe children and assess their development. They make effective use of what they know to plan activities that meet children's individual learning needs.
- Staff are friendly and approachable. They get to know children well. Children form close bonds with staff. They are well settled and enjoy attending.
- Partnership working is very good. Information about children's care and learning is well shared. Children benefit from continuity between nursery, home, relevant professionals and other settings they will eventually move on to.

### It is not yet outstanding because:

- At times, staff do not organise activities well enough to make sure children can readily access the resources of their choosing.
- Managers are not sharply focused on raising the standard of teaching as far as possible. The professional development opportunities available to staff are not targeted sufficiently towards fully developing their teaching skills.
- Although staff help to reflect on what is working well and what they feel could be improved, managers do not involve them in setting targets for future development.

## 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 activities and provide children with more opportunities to make choices and select what they want to play with
- strengthen the professional development opportunities available to staff and focus more sharply on raising the standard of teaching as far as possible
- involve all staff in setting ambitious targets for future development to help increase the potential to achieve excellent outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and records.
- The inspector checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

Most staff are well qualified and this is reflected in the good quality of the provision. They are supervised and benefit from an abundance of health and safety training, including safeguarding, first aid and food hygiene. This has a positive impact on the quality of care children receive. The arrangements for safeguarding are effective. Managers and staff are knowledgeable about child protection issues. They know exactly how to respond to any concerns about children's welfare. The environment is clean and secure. Robust risk assessments and daily safety checks help to ensure all possible hazards are reduced. This keeps children safe from harm.

### Quality of teaching, learning and assessment is good

Staff are good teachers. The curriculum is broad and children's next steps in learning are promoted. Younger children enjoy playing games with flashcards where they can find everyday objects and completing simple puzzles. This game is used well to help develop their understanding of the world. Staff encourage their efforts and provide help as needed. Older children enjoy being creative. They have opportunities to construct models with different materials and paint using a range of colours. Staff talk to children about what they are doing and ask some questions that prompt them to think deeply. The manager has a good overview of the progress children make. Children requiring additional support are given exactly what they need to succeed. Gaps in their learning are closing well.

### Personal development, behaviour and welfare are good

Children's physical well-being is promoted. They learn about the benefits of eating well, taking exercise and adopting good hygiene routines. Young children greatly enjoy dancing or playing in a ball pool. This helps to strengthen their skills in moving in different ways. Older children take part in activities where they grow food, cook and talk about the benefits of a healthy diet. Staff ensure that children's care needs are met. Young children have frequent nappy changes and good opportunities to sleep according to their individual needs. Although children are well supervised, any unavoidable accidents are well managed. Children learn to behave well. They adhere to the boundaries set. Children like to help their teachers during tidy-up times. Staff find out about children's family lives. They value children's differences. Children learn to treat others with respect.

### Outcomes for children are good

All children acquire all the key skills they need for the eventual move on to school. Children are independent. They learn to manage their own care needs, such as washing their hands. All children develop good communication and language skills. They enjoy singing familiar songs and sharing stories with their teachers. Children listen to staff and follow instructions. They competently express themselves in a range of ways. Children are learning to play with others and develop good relationships with their peers.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY466013  |
| <b>Local authority</b>                           | Sandwell  |
| <b>Inspection number</b>                         | 1098402   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 11  |
| <b>Total number of places</b>                    | 33  |
| <b>Number of children on roll</b>                | 58  |
| <b>Name of registered person</b>                 | Miss Laura Jayne Wilkinson and Mrs Tracy Jayne Ward Partnership                   |
| <b>Registered person unique reference number</b> | RP532831  |
| <b>Date of previous inspection</b>               | 25 April 2014   |
| <b>Telephone number</b>                          | 07450520011   |

Pitta Patta Daycare registered in 2013. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. This includes the manager who has early years teacher status. The nursery operates all year around. Sessions are Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children who have special educational needs and/or disabilities and those who speak English as an additional language.

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