

PATA @ Tiny Tots

Paygrove Lane, Longlevens, GLOUCESTER, GL2 0AT



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|--------------------------|-----------------|
| Inspection date | 1 November 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 managers demonstrate a commitment to the development of the pre-school. The team works well to review and evaluate the service that is being provided. For example, the managers actively involve parents and staff in sharing their views about the running and organisation of the pre-school.
- Children enjoy attending pre-school. They are happy and well settled. Children develop good relationships with the staff and other children in the setting. Children become confident and independent at meeting their own needs. For example, they get themselves ready to go outdoors to play and change into boots to play in the mud.
- Staff know the children well. They follow their interests and use good methods to extend their learning. For example, staff play alongside children. They ask questions and encourage them to think and respond appropriately. Children become confident communicators, such as through sharing their news and ideas during activities.
- Children have a good understanding of the routines and boundaries at pre-school. They listen to staff instructions and manage their behaviour well.

It is not yet outstanding because:

- On occasions, staff do not organise some group activities as well as others, to encourage all children to participate and to maximise each child's learning potential.
- Although staff have good communication with parents, they have not extended this to sharing children's next steps in learning to complement learning at home.

What the setting needs to do to improve further

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

- improve the organisation of group activities to engage all children effectively and support learning further
- strengthen partnerships with parents to keep them well informed about what their children need to learn next, to enable them to support learning at home.

Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff have a good understanding of their responsibilities to keep children safe and protected from harm. For example, they have secure procedures to ensure that risks are checked and monitored closely. The arrangements for safeguarding are effective. The managers and staff have a good understanding of procedures that they should follow if they have concerns about a child's welfare. The managers regularly review staff practice. For example, observations are used to support staff effectively in their roles. Staff are encouraged to develop their skills and knowledge. For example, the experienced staff carry out additional training on a regular basis. The managers have recently developed systems to monitor the progress of the different groups of children in the setting.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They regularly observe and monitor their progress to plan for their next steps in learning. Staff support children's literacy skills well. For example, they encourage children to look at print in the environment to see what letters they can recognise. Children develop good physical abilities. For example, they develop their grip and strength in their hands as they spend long periods painting their pumpkins and stirring ingredients to make their play dough. Children are motivated to learn and take part in learning. For example, they excitedly guess the date and day and take part in practising their monthly poem.

Personal development, behaviour and welfare are good

Children develop good social skills and enjoy taking part in imaginative play with their friends. They cooperate well and allow each other to add parts of the story to their game. For example, during the inspection children enjoyed pretending that they were 'sailing on the boat to Wales to go for a swim'. Children are keen to take on responsibilities and staff encourage them well. For example, they give out daily jobs for children to be involved in, such as checking for risks and collecting fruit from the school. Children gain a good awareness of what it is to be healthy and the importance of fresh air and exercise. For example, they have daily outdoor play opportunities and take part in outdoor learning in the woodland area in the neighbouring school.

Outcomes for children are good

Children make good progress from their starting points. Older children gain a good mathematical awareness. For example, they work out how to manage their weight and the weight of their friends to balance the see-saw. Younger children gain good physical skills. For example, they use spoons and jugs to measure and pour ingredients. Children are well prepared for their eventual move on to school.

Setting details

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| Unique reference number | EY537142 |
| Local authority | Gloucestershire |
| Inspection number | 1072739 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 32 |
| Number of children on roll | 49 |
| Name of registered person | Pata (UK) |
| Registered person unique reference number | RP537141 |
| Date of previous inspection | Not applicable |
| Telephone number | 01452 311032 |

Pata @Tiny Tots re-registered in 2016 and operates in the grounds of Longlevens Infant School, Gloucester. The pre-school opens on Monday and Friday from 8.50am until 3.05pm, term time only. A team of seven staff is employed. One member of staff holds a recognised early years qualification at level 6, and five hold qualifications at level 3.

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