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| <b>Inspection date</b>   | 23 May 2019  |
| Previous inspection date | 8 April 2016 |

| <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 leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The manager monitors all children's learning and development well. She identifies areas where children are at risk of falling behind their peers. She works closely with key persons to quickly put measures in place to help children catch up. As a result, all children make good progress.
- Staff value parents as partners from the outset. They meet with parents to discuss what children can already do. Staff continue this information exchange through an ongoing two-way flow of communication about children's development. Parents comment positively about staff. They appreciate the ideas for supporting children's learning at home. For example, they describe enjoying helping children match shapes to make a picture.
- Staff give high priority to children's emotional and physical well-being. They implement a wide range of strategies to help children explore their feelings and develop a positive self-image. They offer frequent praise to children, which helps them to respond positively to new challenges. For example, younger children show extreme delight when they successfully build a tower for themselves.
- Children arrive happily and quickly settle in their activities. Older children comment that they enjoy attending nursery and particularly look forward to playing outside. Staff know children well and this supports children to develop exceptionally close bonds with them. Children confidently approach staff for a cuddle.
- Staff provide an exceptional range of experiences for children to gain an understanding of the world beyond their own. For example, they visit places of interest, such as local libraries and supermarkets, and learn about festivals and events within their own and other cultures. Children enjoy joining in with additional activities provided by external professionals, such as French lessons.
- Systems for sharing information with other early years settings children attend do not always fully support a shared approach to children's learning.
- On occasions, staff do not maximise opportunities to further extend younger children's already good understanding of early mathematical concepts.

## What the setting needs to do to improve further

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

- extend arrangements for sharing information with other early years settings children attend, to fully support a consistent approach to learning
- support staff to make better use of opportunities to extend younger children's good understanding of early mathematical concepts.

### Inspection activities

- The inspector observed the quality of teaching and evaluated an activity with the room leader and deputy manager. She discussed the impact on children's learning.
- The inspector interacted with the children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and interests.
- The inspector spoke to parents and viewed their written testimonies. She took their views into consideration.

#### Inspector

Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are alert to possible indicators that children are at risk of harm. They confidently describe the procedures to follow if they are concerned about children's safety. Staff complete thorough risk assessments and are consistently vigilant. This enables all children to safely explore their environment. The dedicated management team continually seeks ways to raise the quality of the provision in order to improve outcomes for children. For example, an indoor soft-play area has been developed and a climbing wall has been erected outdoors. This provides children with further opportunities to manage risks and develop their coordination. Staff work well with health professionals, such as health visitors. They praise staff for the detailed information they share about children's development. Systems for monitoring staff performance are good. Staff receive regular feedback and have opportunities to access additional training. This enhances the overall good-quality teaching across the nursery.

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

Children enjoy a good range of learning experiences to help them acquire the skills they need for their next stage of learning. For example, younger children explore sound as they enjoy playing with musical instruments. Older children explore letters and the sounds that represent them. Children have good opportunities to develop their early literacy skills. For instance, younger children enjoy a wide range of mark-making activities. Older children begin to understand that written words have meaning as they write labels to annotate pictures. Staff playfully join in with animal sounds as they share books with younger children. Older children focus as they listen to stories and confidently identify the rhyming words. This supports children's early literacy skills. Older children count confidently and practise simple calculations, such as adding one more.

### Personal development, behaviour and welfare are outstanding

Children are exceptionally well behaved, polite and kind to each other. For example, they willingly help their friends at mealtimes. Children learn how to negotiate and develop their own strategies for sharing, such as working together at the water tray. Children have an excellent understanding of adopting a healthy lifestyle. For example, they confidently describe apples as fruit and know they are healthy. They tell visitors, 'milk makes our teeth and bones strong'. Children consistently follow exemplary dental hygiene routines. They have outstanding opportunities to be active in the fresh air. Staff consistently demonstrate high standards of hygiene throughout the nursery, such as hand washing procedures and clearing up spillages.

### Outcomes for children are good

Overall, children are well prepared for their next stage of learning. They are confident, inquisitive learners. For example, younger children show great curiosity when they find a woodlouse outside and eagerly look for more. Older children solve problems, such as how to fit cogs together. All children show high levels of independence. For example, even the youngest children learn how to care for their environment, such as tidying up and recycling materials.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 503198  |
| <b>Local authority</b>                           | Wirral  |
| <b>Inspection number</b>                         | 10066954  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 100   |
| <b>Number of children on roll</b>                | 171   |
| <b>Name of registered person</b>                 | Pitter Patters Limited  |
| <b>Registered person unique reference number</b> | RP524533  |
| <b>Date of previous inspection</b>               | 8 April 2016  |
| <b>Telephone number</b>                          | 0151 638 2911   |

Pitter Patter Ltd registered in 2001. The nursery employs 27 members of childcare staff. Of these, one has qualified teacher status, three hold appropriate childcare qualifications at level 6 and 21 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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