

# William Patten Daycare

William Patten Primary School, Stoke Newington Church Street, LONDON  
N16 0NX



<b>Inspection date</b>	6 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 and staff are hardworking, experienced and ambitious. They strive to raise outcomes for all children. The manager uses effective systems for monitoring and evaluating all practice, to sustain good standards. For example, plans include developing the outdoor area so children can have access to a range of natural resources. The manager takes account of the views of staff, parents and children in this process.
- Partnerships with parents are strong. Parents are full of praise for the good-quality care their children receive. They welcome the helpful advice that staff provide to continue their children's learning at home. Parents are encouraged by staff and are readily involved in the nursery. They take part in a range of events, such as eating with their children at mealtimes and celebrating different cultural events. This enables children to learn about the wider world.
- Staff use a range of strategies, props, sign language and visual aids to develop children's speech and language effectively. This includes support for children who are learning to speak English as an additional language. For example, children eagerly participate in circle time sessions to talk about their experiences of going on holiday, sometimes to different countries, such as Japan, Korea and Spain. In this way, children's confidence, listening and attention skills are extended.
- Staff work diligently and successfully with a range of professionals. For instance, a specialist teacher provides individually planned programmes of support for children with special educational needs and/or disabilities.
- Staff's assessment procedures upon entry are not routinely precise enough to enable them to rigorously monitor children's overall development.
- On occasions, staff do not provide enough challenge to help children make the best possible progress in their learning.

## What the setting needs to do to improve further

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

- accurately and precisely monitor children's starting points in all areas of their learning and development
- routinely challenge children's learning to the highest levels, particularly for the older and most able children.

### Inspection activities

- The inspector held discussions with staff and observed their interactions with children, indoors and outdoors, throughout the inspection.
- The inspector looked at children's records and observation, assessment and planning documents.
- The inspector spoke to parents to seek their views about the nursery.
- The inspector completed a joint observation of an activity with the manager and held discussions about children's learning.
- The inspector looked at a range of documentation, including evidence of the suitability of adults working in the nursery.

#### Inspector

Rubina Nijabat

## Inspection findings

### Effectiveness of leadership and management is good

Staff's knowledge of safeguarding is strong. The manager and staff understand the local procedures to follow if they have concerns about a child in their care, including being alert to signs that a child may be at risk of extreme views and behaviours. Thorough risk assessments are carried out daily throughout the setting to help keep children safe. Recruitment and vetting procedures are robust to ensure that staff are suitable to work with children. Safeguarding is effective. Regular supervisory meetings with staff help the manager to identify ways to support their professional development and improve teaching. For instance, staff attend training to understand how to develop children's physical development and communication and language skills. This has a positive impact on outcomes for children.

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

Teaching is routinely good. Staff plan activities around children's interests, needs and enjoyment. They participate enthusiastically in children's play and learning. Staff model role play to develop children's imagination, confidence and enjoyment of reading. Children pretend to go sailing and happily join in with action songs and rhymes. Younger children enjoy sensory experiences, including play with wooden natural resources, soil and malleable materials. Children develop good mathematical skills as they count and compare the size of vegetables they find in the soil. Observations and assessments are undertaken for all children. This ensures plans cover all areas of learning.

### Personal development, behaviour and welfare are outstanding

Staff are extremely caring and focused on children's individual needs. There is a successful settling-in procedure where staff gain a wealth of information about children's interests before they start. This helps children to quickly develop a sense of belonging, and builds on their emotional well-being. Consequently, children form secure and close relationships with their key person and other adults. Staff are gentle, calm and excellent role models. Children are extremely happy and well behaved. They listen to others, have the confidence to give their opinions, and are polite and well mannered. Children learn about the benefits of protecting the environment by recycling junk materials. Staff teach children exceptionally well about healthy lifestyles. For example, children learn about the importance of keeping their teeth healthy and clean, and staff engage them in activities involving sorting vegetables. This leads to conversations about healthy eating. Staff offer children highly nutritious and varied meals, and plenty of fresh air.

### Outcomes for children are good

Children make good progress in their learning and development from their different starting points. Younger children confidently extend their physical skills. They dance and jump with delight, and select toys freely in their environment and outside in the garden. Older children have good skills in early mathematics and literacy, for example using numbers and counting during play. They develop their writing skills as they draw and paint pictures. Children gain the skills they need to support their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	EY540783
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10089647
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	William Patten Daycare Limited
<b>Registered person unique reference number</b>	RP540782
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02038444227

William Patten Daycare registered in 2016 and is operated by William Patten Daycare Limited. The setting is situated within the school grounds of William Patten Primary School, in North London. The setting provides both full-time and part-time sessions. It opens Monday to Thursday from 8.30am to 6pm, and on Friday from 8.30am to 4pm, for 49 weeks of the year. The setting employs eight members of staff, including the manager. Of these, all hold appropriate early years qualifications.

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