

# Inspection of PATA @ Funbusters

Cam Everlands School, Dursley GL11 5SF

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Inspection date: 13 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children explore the well-resourced garden with curiosity and joy. They look under logs for bugs and use magnifying glasses to look at insects. They call to their friends to share what they have found saying, 'Look, a wriggly earwig!'. Staff help children to revisit previous learning and make links with what they know. For example, they talk about how caterpillars that hung from trees last week have now begun to pupate. Staff and children discuss the changes that have taken place. Children comment, 'Remember when the caterpillar fell from the tree? This is the chrysalis. Look closely, you can see its wings moving! Be gentle, he's very sleepy.' Children are curious about the changes that have taken place. Children behave well. They know how to be kind to one another and take turns.

Children have a wide range of opportunities to build on their physical development. They dance to music in the sunshine and run, jump, hop and twirl to the beat. Staff link physical activity to healthy living. For example, they encourage children to stop and 'listen' to their heartbeat, and they consider how fast they are breathing. Children enjoy clambering over large tyres, hanging from the rope swing and hopping from log to log. Staff encourage children to use pipettes, syringes and spoons to make 'pumpkin soup'. They teach children how to use scissors with safety. Children snip herbs, such as rosemary, and peel garlic. This strengthens their finger muscles and helps develop their hand-to-eye coordination. Children persist at this activity and show high levels of engagement.

Despite the restrictions due to the COVID-19 pandemic, staff speak to parents daily. Parents are complimentary about the staff and the learning that takes place.

## What does the early years setting do well and what does it need to do better?

- The newly appointed manager has a clear vision of what she wants the setting to achieve. She aims to empower staff and strengthen her team. She recognises her role in ensuring their well-being in the workplace. The manager is well supported by senior leaders. She understands the setting's strengths and identifies areas for progression.
- Children with special educational needs and/or disabilities receive good support. Parents comment about the progress children make and state that the setting is like 'a second family'. They work together with staff on key aspects of their child's development, such as simple sign language. Children, staff and parents all learn the same visual sign. This supports children's communication development both at home and in the setting.
- Children enjoy their time at the setting. However, staff have not yet embedded daily routines for the children. Consequently, children do not always know what is happening 'now' and what will happen 'next'. At times, children become

restless and their attention can be fleeting because they are unsure of staff's expectations. Additionally, as staff attend to day-to-day tasks, children have to wait for long periods.

- Children, including those who are learning English as an additional language, are making good progress with their language and communication. Leaders extend sentences and introduce new vocabulary to children during play. Staff listen carefully to children and comment on what they are doing. Staff listen, wait and respond to younger children, using simple questions and phrases.
- Leaders talk with confidence about the curriculum and are ambitious for children's development. Staff and leaders know children well and identify their interests. Senior leaders show great expertise in the quality of teaching. They are excellent role models, although not all staff are sure of their roles and responsibilities. This means that children miss some learning opportunities while leaders guide staff.
- Staff encourage children to be independent. For example, when changing children, staff encourage them to take the lead. Children confidently take their clothes out of their bag and attempt to get themselves dressed.
- During lunchtime, staff sit with children and talk about healthy food choices. Staff also encourage parents to provide children with healthy options. For instance, they operate a 'sticker' system to indicate which foods are beneficial to children's health.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders complete regular safeguarding training. They are alert to the possible signs of when children may be at risk of harm. Staff understand what to do and who to contact if there are concerns about children or any member of the team. Staff have regular access to additional training and support on safeguarding issues. Regular risk assessments and daily checks are undertaken and reviewed to ensure children's safety. Children and visitors are reminded of current government guidelines in relation to the pandemic. Children are taught how to keep themselves safe. For example, staff encourage them to consider why bumps and falls take place and ask children thought-provoking questions, such as 'I wonder how we can climb down safely?'. Children then think about where they place their feet when climbing.

## What does the setting need to do to improve?

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

- strengthen routines to ensure that all children know what is happening throughout the day and help them understand the expectations of the setting
- coach, mentor and guide staff even more to help them understand their roles

and responsibilities, to further benefit children's overall development.

## Setting details

<b>Unique reference number</b>	EY551508
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10174346
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	PATA (UK)
<b>Registered person unique reference number</b>	RP537141
<b>Telephone number</b>	07718579531
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

PATA @ Funbusters registered in 2017 and is located in Dursley. The setting opens Monday to Friday, from 9am to 3pm, term time only. It employs six members of staff. Of these, one holds a qualification at level 5 and three members of staff hold appropriate early years qualifications at level 3. Two members of staff are unqualified. The nursery provides free early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gwyneth Keen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector and the manager took part in a joint observation and evaluated a planned activity.
- A learning walk was completed by the manager and the inspector to discuss the curriculum intent and how the provision is organised.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector and the senior leadership team had a meeting to discuss the quality of education being provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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