

# Inspection of Patacake Day Nursery

Sedley Court, Malta Road, Cambridge, Cambridgeshire CB1 3LW

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Inspection date: 13 January 2022

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<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 show that they are happy, safe and settled in this welcoming and nurturing nursery. Babies and toddlers are relaxed and smile when they see familiar staff. All children develop secure and trusting bonds with their key person and all staff. If needed, they look to staff for reassurance and cuddles, which they receive in abundance. Babies are inquisitive. They enjoy shaking sealed plastic bottles containing interesting objects to explore the different sounds they make. Babies shriek with delight as they work out how to roll balls down a slope and continue to explore how they can safely slide down the slope on their tummy.

Younger children develop good control and coordination of their hands as they use a selection of small tools to scoop up sand to fill toy diggers. They are motivated and keen to learn. For instance, they carefully balance circular shaped blocks on top of one another and keep trying until they successfully use all the blocks. Older children show respect for living things. They gently handle slugs and worms they find in the garden and observe them closely. Children use complex sentences to describe how the creatures look and compare them in size. The vast range of writing materials and encouragement from staff inspires children to have a go at writing their name.

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

- Staff know the individual needs and interests of children. They provide a curriculum that builds on what children know and can do. Staff swiftly identify any gaps in children's learning and plan exciting activities that help to close them. Children benefit from a language-rich environment that builds on their communication skills.
- Children are very well supported to develop a love of books in the cosy and inviting reading areas. They listen intently as staff read stories in an expressive way. Staff skilfully extend children's literacy skills as they encourage them to gather props to retell familiar stories in their own way.
- Children who speak English as an additional language are very well supported. Staff make the best possible use of the language books and visual prompts they create. This helps children to understand everyday routines and develop their home language alongside English. Children with special educational needs and/or disabilities are supported effectively.
- Staff manage any minor disagreements between younger children calmly. They provide consistent praise for children's achievements and positive behaviours. As a result, children learn to play harmoniously together. Older children confidently regulate their own behaviour.
- All children enjoy regular access to the inviting outdoor areas. They have fun exploring a range of interesting activities, practise their physical skills and learn

to assess their own risks as they jump off large tree stumps.

- The manager and the staff build strong relationships with parents. Parents receive ongoing information about their children's development and progress. Staff provide ideas on how parents can help to support children's learning at home. Parents comment how they find this helpful and enjoy searching for different birds with their children, as part of national birdwatching month.
- Mealtimes are a social occasion where children and staff come together. Staff act as positive role models. This motivates children to eat the nutritionally balanced meals. 'Snuffle stations' provide children with good opportunities to wipe their own nose and practise good hygiene routines. Some staff encourage children to do this themselves, as well as putting on their own outdoor clothing. However, not all staff challenge children to do this for themselves to secure their rapid progress in being highly independent.
- The ambitious manager is reflective and strives for continuous improvement of the nursery. She places a high priority on the well-being of staff. Staff feel valued and talk about how they enjoy working at the nursery. Staff have opportunities to develop their skills and knowledge. Recent training has had a positive impact to help children understand and express their emotions. Staff receive regular supervision meetings to reflect on their practice. However, current supervision arrangements are not yet thoroughly embedded to precisely focus on raising the quality of teaching to an even higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff regularly complete safeguarding training, ensuring children's safety and protection are a priority. Staff understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. This includes any signs that a child may be at risk of exposure to extreme views or practices. Staff understand the correct action to take. The manager has a safe recruitment procedure in place. She checks the suitability of new staff and the ongoing suitability of existing staff. Robust procedures are in place to ensure that children are only collected by authorised individuals.

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

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

- offer children more opportunities that challenge them to do as much as possible for themselves to be highly independent individuals
- strengthen the existing arrangements for the supervision of staff to focus even more sharply on raising the professional development of staff to the highest level.

## Setting details

<b>Unique reference number</b>	2496788
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10194422
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	131
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	ICP Nurseries Limited
<b>Registered person unique reference number</b>	RP538317
<b>Telephone number</b>	01223411636
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Patacake Day Nursery registered in 2018. The nursery is open from 8am until 6pm for 51 weeks of the year. There are 41 staff members who work directly with the children; of these, 18 hold relevant childcare qualifications at level 3 to level 7. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Pike

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector and manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff at appropriate times during the inspection and interacted with children.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day.

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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