

Inspection of Pitta Patta Daycare Coseley

Bayer Street, Coseley, West Midlands WV14 9DS

Inspection date: 18 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled at nursery. They independently and confidently explore indoor and outdoor environments, finding fun activities to engage in. They smile, laugh and communicate effectively with staff and their peers. Children understand the daily routine, with younger children snuggling up for a nap after lunch. Older children recognise that when staff shake instruments it is time to stop and listen.

Children keenly engage in well-planned activities. Staff think creatively about what they want children to learn and plan activities to help them build on what they already know and can do. Older children test out their ideas and predict what will happen next during a shaving foam activity, when it is mixed with coloured water. Younger children enjoy the sensory experience of mixing the different materials together and watching their hands change colour.

Children behave well and show a can-do attitude. They confidently give themselves self-praise in recognition of their achievements. For example, when jumping over hoops, children reaching the other side shout out 'Yes' with excitement. Older children show high levels of patience and sit and pay attention for long periods of time. For example, during circle time when they learn about phonics and listen to stories. During role play, children use their imaginations when dressing up, looking at themselves in mirrors and using a variety of props.

Children make good progress due to the well-planned curriculum and are prepared for their future learning in school.

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

- Leaders and managers are passionate about working with children and providing them with the best foundation for their future learning. They are ambitious to ensure children receive a high-quality education. Staff benefit from regular supervisions with the highly qualified and skilled leadership team. However, these are not sharply focused enough on how staff can raise the quality of their teaching even higher. That said, members of staff speak highly of the support they receive, with great emphasis placed on their well-being.
- The staff team are currently implementing and learning about the 'curiosity approach'. They provide children with many opportunities to explore natural resources and household items in their play. For example, children use their imaginations as they engage in a tea party using real teapots and cups. Leaders and managers are keen to extend the implementation of this approach in the months ahead to further benefit children's learning.
- Parents comment positively about the service provided and say that they can

see the progress their child has made since they started at the nursery. Staff take time to get to know and build relationships with children when they first attend. They find out about children's care needs from parents and ensure these are met. This includes information about their allergies and individual dietary requirements.

- Staff help children to make good progress with their communication and language. They also help them develop a love of books and their literacy skills. During story time, staff read with much expression and enthusiasm. Children laugh, ask questions and comment on the story they are listening to. However, there are occasions when during larger activities with mixed age groups of children, babies and younger children take part in activities that are above their level of understanding. This leads to them losing interest quickly.
- Staff interact well with children, are positive role models, and actively engage in play with or alongside them. They identify appropriate next steps that challenge children and build on the progress they make. They also regularly assess their developmental progress. The curriculum covers all seven areas of learning, with strong focus on children's personal, social and emotional development and communication and language. Staff offer individual support for children and provide learning opportunities that help children develop, consolidate and deepen their knowledge and skills.
- Relationships with parents and carers are good. They speak highly of the nursery and staff team and are fully informed about what their child gets up to when they collect them and how they have been. Staff work with parents to ensure children receive settling-in arrangements that meet their needs. Leaders, managers and staff are also proactive in working with professionals from external agencies to ensure children receive the support they need at the earliest time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their roles and responsibilities in ensuring they provide a safe environment for children to learn and develop in. This includes taking effective steps to ensure those they recruit are safe to work with children. They have robust systems in place to recognise when children are at risk of harm and take the necessary steps to keep them safe, liaising and sharing information where needed with other professionals. Staff are aware of risks in the environment and are vigilant in recognising when children are at risk while playing and take appropriate action to keep them safe. They also show an understanding of choking hazards and ensure all food that the children are given is safe.

What does the setting need to do to improve?

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

- refine how the needs of babies and younger children are met when engaging in bigger group activities with older children
- sharpen the focus of professional development opportunities for staff to help raise the standard of teaching even higher.

Setting details

Unique reference number	2546888
Local authority	Dudley
Inspection number	10215593
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	34
Number of children on roll	39
Name of registered person	Miss Laura Jayne Wilkinson and Mrs Tracy Jayne Ward Partnership
Registered person unique reference number	RP532831
Telephone number	07450520011
Date of previous inspection	Not applicable

Information about this early years setting

Pitta Patta Daycare Coseley was registered in July 2019. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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 their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation and discussed the interactions seen between staff and children.
- The inspector spoke to several parents and carers and took account of their views about the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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