

Inspection of Pata @ Winchcombe Early Years

Back Lane, Winchcombe, Cheltenham, Gloucestershire GL54 5QJ

Inspection date: 6 December 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive the support that they need to make good progress in their learning. The curriculum lacks ambition and fails to ensure that children make the necessary progress. Children are not challenged or supported to learn, and this has a negative impact on their behaviour. Staff frequently have to intervene to stop children from hitting each other, snatching toys and from throwing resources. Leaders fail to identify weaknesses in the support given to children and the inconsistencies in behaviour management.

Children are happy and keen to play when they arrive at the setting. They separate from their parents easily and are greeted by the friendly and welcoming staff. However, children quickly become bored and lose interest in activities provided. Staff do not use children's interests or their understanding of what children need to learn next to target support effectively. Staff do not help children to be independent and ready for the next stage of their learning, such as starting school. For instance, staff carry pre-school children around and clean their noses when they are capable of doing this themselves. Staff work with other professionals to access support for children with special educational needs and/or disabilities (SEND). However, staff fail to provide support for children to communicate their needs and learn to express themselves appropriately.

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

- Leaders and staff do not ensure that the curriculum helps children to progress with their learning. Although staff know what children's interests are and what they need to learn next, they do not ensure that they incorporate this into their teaching. Children do not learn to concentrate and take part in activities. During a group activity, children fidget, do not listen and play with the toys instead of taking part and being involved. Staff do not help children to learn the skills that they need and, as a result, children lack motivation to learn.
- Staff do not support children to learn to manage their feelings and behaviour appropriately. Children struggle to sit down to eat. They hit their plates, ignoring staff requests to stop, and they shout as staff try to settle them, pushing equipment over when they become angry. Staff constantly try to stop children from hurting each other as they fight over toys. Consequently, children do not learn how to express themselves or about the impact that their behaviour has on others.
- Leaders do not provide staff with the support and supervision needed to improve the quality of interactions and experiences children receive at the setting. Staff are caring towards children, and they build secure relationships. For instance, children cuddle into staff and call them to get their attention. However, weaknesses in the quality of education and behaviour management have a

negative impact on children's learning.

- Leaders and staff seek advice and support from other professionals to help children with SEND. For example, children have appropriate support plans in place to target specific areas of their development, and staff provide extra supervision. However, staff lack awareness of how to support children with SEND on a day-to-day basis. For example, children are not supported to communicate, understand and follow routines so that they know what is coming next. This results in children becoming extremely upset, and staff struggle to calm them down.
- Parents say that their children are happy and enjoy their time at the setting. They say that children make friendships and have nice relationships with the staff and their key persons. Staff work with parents to ensure that additional funding is used for the children, and suitable teaching resources have been purchased. However, much of the staff's time is taken up managing challenges presented by children's behaviour. This means that staff do not have the time needed to use the resources so that children make the best progress possible.
- Leaders and staff provide an environment for children with lots of opportunities to get fresh air, take risks and develop their physical skills. Children enjoy using the equipment to climb and to dig in the sand. However, staff do not recognise when children are not engaged in play outdoors, and these children wander around with little interaction

Safeguarding

The arrangements for safeguarding are not effective.

Since the last inspection, staff have gained a secure understanding of safeguarding and child protection. They understand how to monitor children's welfare and what to do if they have concerns that a child is at risk of harm. The provider follows procedures to safely recruit and check the suitability of the staff working with the children. However, staff do not teach children to manage their behaviour appropriately, and children frequently hit each other and throw toys, which compromises their safety and well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement a curriculum that offers children challenge and targets their learning effectively	03/01/2023

ensure that all staff consistently implement strategies to support and manage children's behaviour	03/01/2023
introduce arrangements for monitoring staff practice to identify weaknesses, and target support, coaching and training to improve the quality of the provision and children's learning experiences	03/01/2023
target support for children with SEND to enable them to manage transitions and follow routines.	03/01/2023

Setting details

Unique reference number	2566026
Local authority	Gloucestershire
Inspection number	10246583
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	52
Number of children on roll	22
Name of registered person	PATA (UK)
Registered person unique reference number	RP537141
Telephone number	01242 603631
Date of previous inspection	9 June 2022

Information about this early years setting

Pata @ Winchcombe Early Years registered in 2019 and is located in Winchcombe, Gloucestershire. It is open from 9am to 3pm, Monday to Friday, during term time only. There are five members of staff who work with the children. Of these, two hold appropriate childcare qualifications at level 6 and two hold level 3 qualifications. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to parents, staff and children at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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