

Inspection of Pata @ Winchcombe Early Years

Back Lane, Winchcombe, Cheltenham, Gloucestershire GL54 5QJ

Inspection date: 10 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and they settle well. Staff provide a warm welcome to children as they arrive, and children are eager to get involved in the activities on offer. Staff have high expectations of children's behaviour and are good role models. Children learn positive social skills during their time at the setting, and all children behave well. For example, children independently support one another when they are feeling upset and offer comfort to their friends when they need it throughout the day.

Leaders and staff work well with parents. Staff get to know children, and key-person relationships are strong. The setting is valued within the local community. Children and their families get involved in a range of events. For example, parents assist with fundraising, and staff invite parents into the setting to take part in activities such as story sessions. Staff ensure that parents have a good knowledge of the curriculum they offer, and they help parents to understand the importance of what they teach in regard to preparing children well for starting school.

Children, including those with special educational needs and/or disabilities (SEND), make good progress in all aspects of their learning and development. Staff plan a wide range of stimulating activities that inspire and motivate children. Children show good concentration and focus well on their chosen activities. For example, children enjoy hunting for minibeasts around the garden. They explore areas where insects hide and record their findings in print using pencils, paper and clipboards.

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

- Leaders are dedicated to providing a good-quality experience for children. They have addressed the actions raised at their previous inspection. Leaders self-evaluate effectively; they accurately identify what they do well and recognise areas for further development. There is a strong focus on continually building on staff skills and knowledge.
- Staff observe and assess children's development effectively. They consider each child's strengths and what they need to learn next, and they plan follow-on activities for them that extend and challenge them effectively.
- The manager liaises with external agencies to coordinate additional support for children with SEND. Plans put in place for children target their individual areas of need and help them reach their full potential.
- Staff keep parents well informed about their children's development and learning progress. Staff give parents ideas and tips on ways that they can further enhance their children's development at home.
- Staff use a range of effective teaching techniques to develop children's early reading and writing skills. For example, staff plan activities that explore rhyme,

and they model letter sounds to children. They make a range of mark-making resources available, which children freely use in their play.

- Children learn a range of mathematical skills. Staff plan activities to enhance children's mathematical knowledge. However, staff sometimes miss opportunities to extend children's mathematical knowledge as moments arise spontaneously in play and daily routines. Particularly regarding number and counting skills.
- Support and supervision for staff are good. Staff make good use of the knowledge and skills they acquire from professional development opportunities and training. For example, they use positive behaviour management coaching techniques to help children understand their emotions and manage their own feelings.
- Staff promote children's communication and language skills effectively. They model language well, give good commentary to children's play and continually introduce new vocabulary. Staff also encourage children to communicate their thoughts and ideas. This helps children to become confident speakers and boosts their self-esteem.
- Children enjoy visiting a variety of places, such as local nature areas and the library. This helps them learn about others and develop a sense of belonging in their immediate community. Children are respectful of differences, and staff teach them good values for their future lives. However, children have fewer opportunities to develop a broader knowledge and understanding of the wider world and the people and communities beyond their own.
- Staff encourage children to develop good independence skills. Children manage their self-care very well. For example, they independently use the bathroom and show awareness of good hygiene practices, such as washing their hands thoroughly after using the toilet and when coming in from the garden.
- Children benefit from regular fresh air. They engage in activities outdoors, which enables them to have exercise throughout the day and be physically active. They enjoy using ride-on cars and bicycles, playing group games and swinging on swings.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a secure understanding of their responsibilities with regard to safeguarding. Staff have regular training and opportunities to refresh their knowledge to ensure it is kept up to date. Leaders and staff have a good understanding of the possible indicators that a child may be at risk of harm or suffering abuse. They know how to report their concerns and what action to take in a range of scenarios. Staff assess risk effectively to ensure environments are safe and secure for children. Robust procedures are in place for the vetting of staff to ensure they are suitable for their roles. This helps keep children safe.

What does the setting need to do to improve?

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

- enrich the curriculum to further enhance children's knowledge and understanding of mathematics, with particular regard to numbers and counting
- extend opportunities to widen children's knowledge and understanding of their wider community and multi-cultural Britain.

Setting details

Unique reference number	2566026
Local authority	Gloucestershire
Inspection number	10270083
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	50
Number of children on roll	31
Name of registered person	PATA (UK)
Registered person unique reference number	RP537141
Telephone number	01242 603631
Date of previous inspection	6 December 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, one holds an early years qualification at level 6, one is a qualified teacher, two hold level 3 qualifications and one is unqualified. The setting provides funded early years education for children aged three and four years.

Information about this inspection

Inspector

Dominique Allotey

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 provision.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and the manager completed a learning walk together across all areas of the setting to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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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