

Inspection of PATA @ Penguins

Offas Mead Academy, Beachley Road, Sedbury, CHEPSTOW, Gwent NP16 7DT

Inspection date: 6 February 2024

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

What is it like to attend this early years setting?

The provision is good

Staff provide a safe, inclusive and secure environment for all children so they can learn and flourish. There is a strong focus by leaders to build effective links with families and to establish a sense of community. Staff know how to nurture children's sense of belonging and offer consistent support, including for those children with special educational needs and/or disabilities (SEND). This ensures that every child is seen, heard and understood.

The curriculum is child centred and focuses on children's current interests. Leaders have a clear vision of what they want children to learn. They ensure that the curriculum reflects the diverse needs of all children who attend. Consequently, children make good progress from their initial starting points and are gaining the skills they need for the next stage of their learning.

The provision for children with SEND is strong. Leaders and key persons have a clear understanding of children's individual needs. They work closely with parents and external professionals to ensure that children get early help, such as through targeted plans and intervention. Staff support children to recognise and regulate their own feelings and emotions. As a result, children are learning how their behaviour may impact on others, and they show kindness and respect to their peers and adults.

Parents are happy with the progress their children are making. They comment about the positive improvements they have seen in their children's social skills and language development, particularly since COVID-19. Parents state that staff go 'above and beyond' to ensure that their children settle in with ease, feel secure and are happy. There is a good flow of information-sharing between parents and staff, including the use of daily diaries, parent consultation meetings and termly newsletters.

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

- Staff have a good overview of children's learning needs. They undertake termly reviews and use this information to identify children's next steps in learning. Key persons also share focus sheets with parents to gather information about children's specific interests and any special events outside of the setting. However, although staff identify children's next steps in learning, they do not always consider these when planning some adult-led activities to further strengthen children's learning opportunities.
- Staff create a rich language environment and know how to role model language effectively. They introduce new words during activities to help children think critically and articulate their ideas. For example, during a food tasting activity

linked to Chinese New Year, staff used open-ended questions to encourage children to describe the texture, taste and smell of the noodles and rice. This led to children engaging in meaningful discussions with staff and making links to real-life experiences.

- Older children have good opportunities to develop their early literacy skills. For example, staff introduce phonics so that pre-school children learn to recognise the initial sounds of their name. Additionally, staff foster children's love of books from an early age. This includes introducing a set of core favourite stories for a period of time. This helps children to learn and retell the stories and develop their vocabulary.
- Children benefit from rich cultural experiences to broaden their understanding of other people and communities. For example, staff organise activities for children in the local community, such as a 'penguin parade' where parents are encouraged to join in. Staff also celebrate the diverse languages and cultures of the children. For example, staff sing songs in Welsh and celebrate St David's day to reflect the children who live on the Welsh border.
- Staff place a strong focus on promoting healthy lifestyles. Key persons provide detailed information to parents about nutritional food choices to promote healthy lunch boxes. Staff also invite the dentist to talk to children about the importance of good oral health. Children benefit from regular physical exercise, including walks to the local library and woodland trails.
- Staff make their behaviour expectations clear and remind children about the setting's rules, such as using their 'listening ears'. Staff consider the needs of all children, including those with SEND, to ensure that communication is clear. For instance, they promote the use of now-and-next visual timetables, sign language and non-verbal cues. Staff have also attended additional training on behaviour management to support the needs of their individual children.
- Leaders are ambitious and reflective. Following a recent risk assessment, they have been proactive in making changes to further improve the security of the premises, including how they deploy staff. Staff comment that they are very happy with the consistent support they receive from leaders. This includes opportunities for regular supervision, ongoing training, and support for their mental well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the planning of adult-led activities so they are appropriately ambitious for all children and reflect the intended curriculum.

Setting details

Unique reference number	EY537738
Local authority	Gloucestershire
Inspection number	10327398
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	24
Name of registered person	PATA (UK)
Registered person unique reference number	RP537141
Telephone number	01291 628665
Date of previous inspection	16 October 2018

Information about this early years setting

PATA @ Penguins re-registered in 2016 and operates from within the grounds of Offa's Mead Academy in Chepstow. The setting opens Monday to Friday from 8am to 4pm, during term time only. A team of six staff work with the children. Of these, five hold relevant childcare qualifications ranging from level 2 to level 5. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Shahnaz Scully

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 setting and has taken that into account in their evaluation of the setting.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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