

# Inspection of PATA @ Elmbridge Under Fives

Elmbridge Children's Centre, Elmbridge Infant School, Windfall Way, GLOUCESTER  
GL2 0LN

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Inspection date: 9 July 2024

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

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children at this setting feel safe and secure. Staff greet them warmly when they arrive and children quickly immerse themselves in this exemplary learning environment.

The curriculum is designed to include all children, including those from disadvantaged backgrounds or children with special educational needs and/or disabilities (SEND). For instance, enticing outdoor activities such as gardening not only teach children about how food grows but also develop their responsibility by caring for the plants. Staff skilfully direct children to practise their mathematical understanding, talking about which carrots are biggest.

The setting's curriculum builds effectively on children's existing skills. Staff plan to prepare children for the next stage of education, whatever it may be, with independence skills. For example, younger children learn to get dressed independently and wash their hands. Pre-school children learn to get changed for physical education and match their shoes. At the self-serve snack stations, children select and prepare their own food, enhancing their decision-making skills and managing their personal needs.

Parental engagement at this setting significantly strengthens community ties. Regular communication and initiatives such as the 'parent pantry' genuinely involve families. Parents join stay-and-play sessions, actively engaging in children's learning. Staff model teaching methods, which beneficially strengthens home learning. Such wide-ranging family involvement fosters a joined-up approach to children's learning. It promotes security and belonging, vital for children's emotional well-being.

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

- Staff ensure that the youngest children are highly motivated to learn. For example, during activities such as the minibeast hunt, young children explore nature and apply their learning by using magnifying glasses to observe and discuss insects closely. This hands-on approach develops children's scientific understanding and communication skills effectively at the same time. These activities spark interest in the natural world and encourage children to learn new vocabulary and talk about their experiences.
- Children at the setting demonstrate excellent behaviour and attitudes to learning. The nurturing environment helps children to develop empathy for each other and builds a respectful culture. Through role play activities, such as managing a doctor's office, children practise essential social skills, including empathy, sharing and cooperation. Staff gently guide these activities, helping

children express their emotions and work together. This helps children understand different perspectives and build teamwork skills.

- At this setting, staff focus on children's personal development. They encourage children to express themselves effectively through 'mirror talk,' where staff guide them to look in a mirror and explore their feelings and thoughts. This enables children to recognise and talk about their emotions. Additionally, the sensory room provides a safe space for children to find calm and self-regulate, which supports their engagement with the broader curriculum as they settle.
- The setting offers excellent support for children with SEND. Staff adapt their teaching methods based on each child's progress and feedback from other professionals. For instance, staff use specific strategies to develop attention skills in children who need this support. They also purposefully simplify language to help children who are building their communication skills. This ensures instructions and conversations are accessible to everyone. Additionally, staff make adjustments to the physical environment to ensure all children can access learning activities. This includes rearranging rooms to accommodate children with mobility needs and setting activities at heights accessible to all children. Such inclusive practices help children with SEND to thrive.
- Leadership at this setting actively adapts to meet the diverse needs of all children. Plans are underway to enhance the outdoor play area with new climbing frames and to develop new allotments in collaboration with the local school. Meanwhile, leaders have already made some adjustments. For instance, they have installed a swing, sensory rooms both inside and outdoors and a large role play area. These improvements build children's physical and sensory development superbly.
- Leaders maintain a strong focus on staff development, providing impactful training sessions. For instance, following training to help children prepare for Reception, staff strengthened ties with the local school and closely align their arrangements with the school's plans for September. They teach children to sound out their names and discuss the sounds in familiar names. Additionally, they organise visits to the school playground and events in the school hall to help children feel comfortable in their new setting. These activities familiarise children effectively with their future school environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY537762
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10351010
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	71
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	PATA (UK)
<b>Registered person unique reference number</b>	RP537141
<b>Telephone number</b>	01452 386174
<b>Date of previous inspection</b>	26 September 2018

## Information about this early years setting

PATA @ Elmbridge Under Fives re-registered in 2016 and operates from purpose-built accommodation in the grounds of Elmbridge Infant School. The setting opens Monday to Friday, from 8.45am until 2.45pm, during school terms only. A team of 10 childcare staff are employed, all of whom hold relevant childcare qualifications. One member of staff holds a qualification at level 5 and also has early years special educational needs and disabilities coordinator (SENCo) status, seven staff hold qualifications at level 3, one holds a qualification at level 2 and one is an apprentice.

## Information about this inspection

**Inspector**  
Ruth Glover

## 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 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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff 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 SENCo spoke to the inspector about how they support children with SEND.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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