

# The Patch Day Nursery

Old Park Primary School, Old Park Road, WEDNESBURY, West Midlands, WS10 9LX

## Inspection date

Previous inspection date

09/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make excellent progress in all areas of their learning and development. This is because they experience a rich variety of interesting and challenging activities, which are extremely well-planned to support their identified next steps in learning.
- Teaching is exceptional as staff have an expert knowledge of individual children's needs and how children learn and develop. As a result, children are enthusiastic and motivated about learning.
- Children are happy, safe and secure and develop excellent relationships with staff and one another. Therefore, their personal, social and emotional needs are extremely well met.
- Staff enable children to become independent in their learning, thinking and self-care skills. This means that children are extremely well prepared for the next steps in learning, such as school.
- Thorough systems are in place to reflect and review all areas of practice and provision, driving improvements forward, to enhance the extremely good outcomes for children further.
- Partnerships with parents, other settings and professionals are superb. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs.
- Safeguarding is given high priority. Staff are very aware of safeguarding requirements which means children are safeguarded well and procedures are understood and implemented consistently.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the interactions between the staff and the children during their play, both inside and outside.
- The inspector received a tour of the setting and viewed the equipment and resources available to the children.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the staff, governors, parents and children at appropriate times during the inspection.
- The inspector viewed a sample of the children's development records, including planning and progress checks.
- The inspector sampled a range of the setting's documentation including Disclosure and Barring Services checks, qualifications, policies and procedures and risk assessments.
- The inspector viewed the self-evaluation form and the action plan of the setting and discussed these with staff.

**Inspector**

Carole Price

## Full report

### Information about the setting

The Patch Day Nursery opened in 2008 and is managed by the school's governing body. It operates from Wednesbury in Sandwell. The setting serves the immediate locality and also the surrounding areas. The setting opens five days a week from 8am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for in a main base room and have access to an enclosed outdoor play area. There are currently 96 children on roll in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 10 staff working directly with the children, of which seven have an appropriate early years qualification. One of the staff holds Qualified Teacher Status, one has a level 7 qualification and five other staff hold a level 3 qualification. The setting receives support from the local authority. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- sharpen the focus on children's mathematical learning, for example, by using numbers to display totals when counting quantities.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff plan and provide an exceptionally rich variety of interesting and challenging activities and experiences for the children, both indoors and outdoors. These are planned according to the children's individual interests and next steps in learning and therefore, support them to make excellent progress in all areas of learning. Children's learning and development is promoted and extended as staff are very confident teachers who are highly knowledgeable about child development and how to support children's progress. There is an excellent balance of child-chosen and adult-led activities, which are planned to extend children's learning and development further. For example, children are supported by staff when making a pirate ship from a cardboard box. Children's creative thinking is promoted extremely well as they attach material for a sail, in addition to high levels of support given to help children to extend their small muscle skills. Children's social skills are also expertly promoted through encouraging them to work together and take turns, and staff enhance their learning further as they share information about pirates. Children display all of the characteristics of effective learning as they are motivated, engaged and willing to 'have a go'. Therefore, teaching is exceptional, as staff are constantly observing what the children are doing and when it is appropriate to intervene to support and extend

their learning opportunities.

Staff continually observe children to note their current interests and abilities. Observations are sharply focussed on what children can do now and the next steps needed to move their learning forward. These are used by staff to plan purposeful learning opportunities, which challenge children constantly to help them think and develop new ideas and achievements during their play. Staff organise a wide variety of inspiring activities for children both inside and out, so they have plenty of choice and can freely play in either environment. As a result, children are confident, motivated learners who are developing excellent skills for the future. Children are very well prepared as they get ready to move on to school. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress. Parents also set specific targets for their child to achieve which are displayed within the setting. These are valued by staff as they are used to assist in tracking children's progress and identifying next steps to include in planning. This ensures parents are extremely involved in their child's learning. Staff are fully aware of the requirement to share with parents the progress check carried out for children between the ages of two and three years, and they complete these thoroughly and precisely where necessary. Other professionals, such as health visitors, are also involved with this progress check. These positive partnerships and relationships ensure that there is effective information sharing and consistency for the child, and that those in need of additional support receive this promptly.

All staff understand the importance of supporting children's communication and language skills at all times, especially for those children learning English as an additional language or who have speech difficulties. Staff use gestures, including Makaton signing, as well as words from children's home language to reassure and reinforce their understanding. This means that individual children's needs are very well supported. The setting also uses a specific language screening tool to ascertain children's current language levels and understanding, from which individual targets are set. This helps to further promote children's language acquisition from an early age. Staff provide excellent commentary and use open questions with children during their play, to engage them in practising their language skills. Children are given time to consider their responses and staff listen and respond positively to what they have to say. For example, staff focus on mathematical language, such as, 'tall', 'small' and 'long', when children are using construction bricks as part of developing children's mathematical vocabulary. Children are also encouraged to count as part of their daily routines and activities as they use counting for a purpose when lining up and at group time. There is, however, scope to further enrich children's excellent understanding of mathematical knowledge by showing children relevant numbers to match the quantities counted. Staff read stories and sing songs with enthusiasm, which captivates children's attention. Children participate in daily sessions where they practise their letter sounds. This is further reinforced as they practise and develop their early writing skills using their knowledge of letter sounds to write words, such as 'cat' and 'log', as well as practising their name. This superbly supports children's developing literacy skills in readiness for the next stage in their learning, such as school.

**The contribution of the early years provision to the well-being of children**

The setting has a welcoming atmosphere where staff place a high level of importance upon children being happy and emotionally secure. Children are fully supported in the transition from home to the setting, through gradually increased visits, according to their individual needs, and the full involvement of parents. Parents also have the option of a home visit prior to their child starting at the setting. Children settle quickly and happily into the setting, which reflects the excellent relationships which are developed between the staff, children and parents. The key person system is extremely effective and establishes firm links between the families and staff. Children's transitions onto school are also excellently managed as staff carry out visits with the children and share detailed information with school staff. This enables the individual needs of the child to be met straight away. Parents comment that they have excellent relationships with all staff and are extremely confident in their ability to care for and nurture their children. They feel reassured that all staff know each child remarkably well, enhancing their sense of trust and security in the quality of their child's care. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make excellent progress in all areas of their development and learning in a safe environment.

Children are actively encouraged to develop their independence in self-help skills. They are encouraged to wash their own hands and put on their own coats for outdoor play. At snack time, children take turns to prepare the fruit, and at lunch time serve their own food. This is highly effective in promoting independence and the children thrive through taking responsibility and respond positively to the level of trust, which staff place in them to carry out these tasks appropriately. Staff also use this as a valuable learning opportunity, discussing the importance of eating well to give children energy and promoting social conversation about topics of interest. Staff promote positive behaviour at all times, giving children lots of praise and encouragement for their achievements. Behaviour management strategies are highly effective and staff consistently manage unwanted behaviour, ensuring that children make positive choices for themselves. The setting has simple rules, such as sharing and taking turns, and these are reinforced throughout the sessions. Children develop an excellent understanding of how to behave in other settings and situations as they take part in activities in the local school, such as assemblies. Therefore, children's progress towards their next stage of learning in school is very skilfully supported by the setting.

Children enjoy many daily opportunities to experience the benefits of fresh air and exercise in the extremely well-equipped outdoor area. This supports them to develop physically as they learn to use their bodies in different ways and enhances their confidence in challenging their physical skills. They also enjoy different physical activities on the nearby field where they practise skills, such as running and jumping. Staff supervise children when using large equipment, such as the climbing frame, encouraging them to safely explore. These opportunities enable children to take safe risks under adult supervision and support children very well in understanding how to keep themselves safe. Staff support children extremely well in understanding the importance of a healthy diet as they grow their own fruit and vegetables. This supports children in making healthy choices. Children's well-being is addressed extremely well and parents are fully informed about the setting's policies and practices about safety, illness and accidents. Parents are invited to attend a variety of events, such as stay and play sessions, and also accompany

their children on visits to nearby attractions, such as farms. This provides families with valuable opportunities to take part in the activities their child participates in and see them interacting with their friends. Parents who have attended these sessions have thoroughly enjoyed them and feel that they contribute overwhelmingly to developing stronger relationships between themselves and the setting. The excellent partnerships with parents enable the staff to meet children's individual needs very well. The strong link between the setting and the children's homes fully involves parents in their children's care, learning and play. This also means that the continuity of care between them all fully enhances children's well-being extremely effectively.

### **The effectiveness of the leadership and management of the early years provision**

The management team is high committed to and passionate about providing high quality provision for children and families. Their excellent knowledge and understanding of the statutory requirements of the Early Years Foundation Stage ensures that everything is in place to support the learning, development and well-being of children. Thorough monitoring and evaluation ensures that high standards are consistently maintained and that opportunities to enhance provision are embraced. This includes completing a highly comprehensive self-evaluation, reflecting upon current practice and identifying areas for improvement to enhance outcomes for children further still. The setting actively seeks the views of staff, governors, parents and children, responding transparently to areas identified for improvement. This ensures that the opinions of all stake holders are valued and heard, resulting in the provision continuously moving forward and progressing. Excellent systems are in place for the supervision and monitoring of staff. This, alongside a continual professional development programme, ensures that staff receive exceptional levels of support. Robust recruitment and suitability processes are in place to assess and continually appraise staff suitability. Continual monitoring by the manager and her deputy, through effective and frequent supervision, ensures that all staff maintain high standards of professionalism and integrity. New staff take part in a thorough induction process, to enable them to fulfil their roles and responsibilities for meeting the needs of the children. The management team are efficient at identifying any underperformance of individuals or shortfalls in provision, acting quickly to address this. Monitoring of the effectiveness of the educational programme and the impact on children's development is extremely thorough and continuous. The progress that children make is tracked, ensuring that they are making excellent progress from their starting points. This also allows the setting to ensure a swift identification of children who may need additional support, and staff are highly proactive in drawing on a range of outside expertise to ensure children gain all the help and support they need.

A comprehensive range of policies and procedures are in place to underpin practice, which ensures the safety and well-being of all children. These are evident in practice and are reviewed regularly to ensure that they remain appropriate at all times. Thorough risk assessments are used to monitor the safety and security of the building, garden and other venues. This means that children are kept safe through appropriate supervision, on or off the premises, and there is highly effective management of potential hazards. Minor accidents are monitored to ensure that there are no hazards or other factors causing

these. Children are fully safeguarded as staff completely understand their role and responsibilities to protect children from harm. They attend safeguarding training, have a thorough knowledge of possible indicators of abuse and carefully monitor children's behaviour, appearance, existing injuries and any incidents.

The setting's excellent partnerships with parents and other professionals are important factors in their success in meeting children's needs. Parents value highly the standard of care their children receive and the professionalism of the staff team. Staff value the information which parents share with them about their child's learning and development at home, in order to plan challenging opportunities to support each child to develop and learn. A significant strength is the sensitive support offered to parents regarding different aspects of children's development, behaviour or routines, alongside help given in accessing services from other agencies when necessary. This contributes to well-targeted early intervention and support for vulnerable children and for those with special educational needs and/or disabilities. Partnerships with local schools and other providers which children attend, ensures that children experience excellent levels of consistency in their care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY367137
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	849694
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Old Park Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 526 5571

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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