

<b>Inspection date</b>	8 April 2016
Previous inspection date	11 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are cared for in a very clean and well-maintained premises. The equipment is varied, of a high quality and easily reached by children. This helps entice children to be independent and exploratory learners.
- Staff are well qualified and have a secure knowledge about how children learn. Children are supported well each day across all seven areas of learning. They enjoy a good mix of self-chosen and fun adult-led activities. Assessment for children's learning is implemented consistently and shared with parents.
- First-class partnerships have been established with local schools, other professionals and extended services. These help to assist parents extremely well to make decisions that meet their children's current and future unique care and learning needs.
- The nursery is currently adopting an eco-school approach programme. It successfully supports children to learn about recycling and avoiding energy waste. These activities provide children with experiences that span all seven areas of learning. The ethos helps children develop good life skills for the future, and actively supports their early citizenship skills.

### It is not yet outstanding because:

- The recently improved systems that assess and monitor staff's performance and assessments of children's progress are not yet fully embedded in practice. They do not provide staff with precise targets to improve their individual teaching skills.
- Overall, staff promote children's language for speaking well. However, at times staff miss opportunities to extend children's speech during planned activities, and occasionally younger children are rushed to answer before they have had sufficient time to respond.

## What the setting needs to do to improve further

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

- embed the recently revised programme for staff supervision and staff analysis of performance to focus more sharply, supporting them to improve their personal effectiveness, and drive continuous improvement of their teaching and assessment skills
- support the staff to gain an even greater awareness of how to make the most of opportunities that develop children's language for speaking as opportunities occur.

### Inspection activities

- Prior to the inspection, the inspector viewed the previous report and information held by Ofsted.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day of the inspection and also by telephone.
- The inspector held meetings with the owner/manager, the two deputy managers and the quality assurance consultant. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector carried out a joint observation with the quality assurance consultant.
- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications, the suitability of staff working in the setting and looked at a range of other documentation, including accident and medication administration records.
- The inspector checked staff's first-aid qualifications and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The manager effectively communicates her vision and aspirations for a quality service with the staff team who are motivated and enthusiastic. They work harmoniously to provide children with a pleasant environment, exciting and fun learning experiences and safe care. Self-evaluation is accurate and well-chosen plans for improvement are underway and are beginning to strengthen staff practice further. Arrangements for staff development are in place and supporting staff to improve their teaching steadily. Children are well supervised and staff are vigilant as to children's whereabouts and access in the premises. Arrangements for safeguarding are effective. Recruitment procedures are suitably robust. Staff have a very good understanding of how to protect children from harm and they know what to do if they have a concern about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff regularly observe children and complete precise assessments of their learning and development overall. Activities are well matched to children's interests and abilities. When children start at the setting, parents are actively engaged and good information is shared by staff about how children's learning can be supported further. Staff build children's skills well, for example, they promote children's mathematical thinking and social awareness as they explore a story about eating a bear's porridge. Two year olds are encouraged to count how many taps of the spade they make as they build a sandcastle. Babies explore making marks in the outdoor classroom and children's imaginative play is fostered through dressing-up clothes when on the pirate ship. Older children are supported to listen to, understand and recognise how sounds link to different letters of the alphabet and objects. This helps them recognise letters and make links to their name.

### Personal development, behaviour and welfare are good

Staff are warm and gentle with children. The effective key-person system helps children form strong attachments and ensures they are emotionally secure. This helps them to settle and promotes children's sense of security and well-being. Children's behaviour is good. They are busy in play and learning. Staff demonstrate polite role models and support the children to be kind to each other. The split-level gardens and play areas provide children with lots of good physical challenges. They climb, balance, run and ride the wheeled equipment with confidence and good balance. They learn to keep themselves safe on stairways and during activities, such as using tools in the outdoor workshop.

### Outcomes for children are good

Children of all ages and developmental stages are making good progress. The nursery nurtures their confidence as they explore their world, trying new and familiar things. Babies are keen to explore tactile materials or snuggle into staff's laps to share a book. Toddlers eagerly try to meet their developing self-help skills as they attempt to hang their coats up and help to tidy toys away. Children are developing good social skills; they take turns well when sharing equipment, such as the swings outside or when serving their lunch. This lively and well-organised environment helps prepare children well for their next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	503198
<b>Local authority</b>	Wirral
<b>Inspection number</b>	847970
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	165
<b>Name of provider</b>	Pitter Patters Limited
<b>Date of previous inspection</b>	11 August 2011
<b>Telephone number</b>	0151 638 2911

Pitter Patter Ltd was registered in 2001. The nursery employs 27 members of childcare staff. Of these, one has Qualified Teacher Status and 25 hold appropriate early years qualifications at level 2, 3, or 6. The nursery opens Monday to Friday, all year round with the exception of bank holidays and a period at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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