

Inspection of Pitta Patta Day Nursery

48 St. German's Road, LONDON SE23 1RX

Inspection date: 2 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

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 build warm, close relationships with children. Babies who are new to the nursery settle quickly, and they form close attachments to their key person. Key staff provide lots of reassurance and cuddles when very young children become unsettled. Children's emotional well-being is at the heart of this well-established nursery.

Staff promote children's positive behaviour and safety very well. They help children to learn how to keep themselves safe and from harm. For instance, staff sensitively remind children to walk up and down stairs safely. Staff are deployed effectively throughout the nursery. They always supervise children, particularly during daily routines, including when children sleep and rest, when they move outdoors and during mealtimes.

Staff know their key children very well. They plan a wide range of opportunities effectively to help to meet children's individual learning needs and interests. This helps all children to fully participate and become motivated learners. For example, staff provide experiences to help to promote children's imaginary play, such as young children keenly holding writing tools correctly as they make random marks to represent roads. They concentrate as they move toy cars along pretend roads. Furthermore, older children excitedly say, 'I have made you a pancake,' from oats and mud while they experiment in a mud kitchen outdoors.

Staff create a stimulating and challenging learning environment, indoors and outdoors. Children thoroughly enjoy time outdoors in the extremely large nursery garden to help to promote their good health and physical exercise. Children are constantly engaged and have lots of fun.

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

- Leaders use additional funding very effectively to meet the individual learning needs of children. Children with special educational needs and/or disabilities are supported well by the designated coordinator and staff.
- Partnership working with parents and other professionals helps staff to tailor the care and learning they provide for children. For example, they provide children with opportunities to communicate their needs and wants, such as through a visual timeline.
- Leaders have an ambitious vision for constantly providing good-quality, inclusive care and education for all children. They focus on improving practice and provision, and they regularly seek and value the views of staff and parents. For example, leaders say they have plans to create a larger outdoor learning environment to help children to learn about the world around them.

- Staff are respectful to children. For example, they ask children if they can change their nappies. Staff calmly talk to children and sing songs as they change them to provide constant learning opportunities.
- Staff help children to learn about their personal needs. For example, staff encourage children to wipe their noses and wash their hands to help to promote good hygiene practices and independence. However, some staff do not consistently change children's individual bedding regularly to strengthen the already good support children receive for their well-being.
- Children develop a love of stories and rhymes. Younger children enjoy listening to stories and enthusiastically rummage through story sacks. Staff help children to recognise and name objects to help to extend their vocabulary. However, on occasion, some staff do not always use the correct pronunciation to further help to promote children's communication and language skills.
- Staff keenly engage in conversation with children. However, they do not always consider the environment when they interact with children. For example, background noise, such as music, is played next to children when staff read stories and seek their views and choices during snack time. This does not always support children to listen effectively.
- Smooth movement between each room is fully embedded into the nursery curriculum. This helps to ensure that children are prepared for the next stages in their learning. For example, staff encourage children to become confident communicators, do things for themselves and 'have a go'. Children are encouraged by staff to serve meals and chop fruit during mealtimes. Older children confidently put on their boots and coats to go outdoors.
- Children benefit from many opportunities to develop and challenge their skills and abilities, such as while they play and learn outdoors. Older children show excitement as they balance across a large wooden log and swing on rope swings. They enthusiastically tell the inspector about the garden pets, such as budgies, rabbits and guinea pigs. Children have a very positive attitude to their learning.

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:

- build on the already good hygiene practices throughout the nursery to ensure that all staff follow procedures to change bedding more frequently when required

- use more effective strategies to help to promote children's communication and language development to a higher level.

Setting details

Unique reference number	EY331090
Local authority	Lewisham
Inspection number	10304973
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	0 to 4
Total number of places	62
Number of children on roll	82
Name of registered person	Hussein, Jacqueline
Registered person unique reference number	RP514255
Telephone number	02086 904100
Date of previous inspection	7 February 2018

Information about this early years setting

Pitta Patta Day Nursery registered in 2006. It is located in Forest Hill, in the London Borough of Lewisham. The nursery is open each weekday, from 7.30am to 6.30pm. There are 27 members of staff, including a chef and kitchen assistant. Of these, 14 staff hold appropriate childcare qualifications. The nursery receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Jane Morgan

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, business support manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024