



Pied Piper Childcare Centre

Inspection report for early years provision

Unique Reference Number	EY216457
Inspection date	30 November 2006
Inspector	Judith, Mary Horsfall
Setting Address	117- 123 Knowle Road, Mirfield, WF14 9RT
Telephone number	01924 498308
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Registered person	Pied Piper Childcare Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Pied Piper Centre is situated in a converted church in a residential area of Mirfield. The centre opened in November 2001 and is open from 7:30am to 18:00 weekdays throughout the year except Bank Holidays. The centre offers full day and out of school care for children from birth to eight years, plus older children attend the out of school facility. There is a fully enclosed outdoor play area. A maximum of 158 children may attend at any one time. The centre currently has 102 children on roll, many of whom attend on a part time basis.

There are currently 26 three to five year old children attending who receive funding for early education. The facility supports children with learning disabilities/difficulties and children for whom English is an additional language. The children come from a wide catchment area.

There are currently 32 staff, most of whom, including an Officer in Charge and Deputy hold an appropriate early years qualification. The Pied Piper organisation is overseen by the two owners and a centre manager. The nursery has access to advisory teacher support from the Early Years Development and Childcare partnership. Pied Piper also has another nursery and out of school club in the area.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are beginning to learn about healthy lifestyles because the staff encourage practices such as hand washing and flushing the toilet after use. The children benefit from visitors, such as nurses and dentists who engage in activities including using disclosing tablets to help children understand the benefits of good tooth brushing techniques. After meals the children enthusiastically wipe their hands and faces with disposable wipes, talking about getting rid of germs.

The younger children's access to outdoor play is restricted and this reduces their opportunities for exercise and fresh air. The facility is generally hygienically maintained with regular routines, such as wiping tables to ensure the children's environment is clean. However, there are risks of cross infection as some of the children sleep on floor mats with their heads very close to each other.

Children enjoy the nutritious food on offer which promotes their growth and development. Staff work in very close consultation with parents to ensure that children's individual dietary needs are met. There are plenty of posters on display which describe different foods and their attributes which helps children and parents develop an understanding of healthy eating. However, free access to drinking water is restricted in some areas due to lack of cups. This results in the children being unable to satisfy their thirst.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a warm and welcoming environment with much of their artwork displayed in a creative manner. The premises are generally maintained in an acceptable state of repair and decoration to provide inviting surroundings for the children. Children have sufficient space to move around freely indoors. Children have opportunities to socialise with their peers as they have meals and social time together. However, babies and children under two years of age are missing opportunities to develop mobility and continue normal life experiences due to the lack of domestic style furniture in their rooms.

Children engage in some safety practices, such as the fire drill, as part of their routines. There are good quality health and safety procedures but these are not fully implemented which results in the children's safety being compromised. Examples of this include poor medication and accident record keeping, blocked fire exits, uncovered electrical sockets and medicines not

being stored securely. Toys and equipment are generally safe, suitable and organised so that they are accessible to children.

Children are generally well protected from potential abuse. Staff have a clear understanding of child protection issues and are aware of signs and symptoms of abuse, with nominated members of staff taking responsibility for liaising with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children separate well from their parents and really enjoy their time in the provision. They benefit from the warm and caring relationships they form with staff, which helps them feel settled and secure. This process begins with the home visit that the staff undertake before the children attend the facility, enabling staff to have a greater depth of knowledge of children's individual circumstances.

Parents of younger children are given a copy of the 'Birth to three matters' framework to enable a closer home/nursery bond. Children cuddle up to staff when upset or worried and are relaxed in their company. Children are confident, curious and cooperate well together, such as helping others at meal times. There is a rich range of activities, which children make good use of. They use their imagination in role play activities, such as dressing up, cooking and story time. Babies receive lots of affection and have a bond with their key worker, which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. They enjoy a variety of play opportunities including water play and painting.

School age children also build strong friendships amongst the children from their own and different schools. They relate well to the staff, saying the staff are kind and helpful and that children love coming to the out of school club.

Children learn to explore and investigate using their senses, as they take part in activities, such as peeling vegetables, sand play, puzzles and crafts. They really enjoy hearing familiar stories and confidently join in making sound effects and jumping around to the story actions. Children are interested and involved in the activities provided. The effective planning and recording systems in place ensure activities are based on children's needs and interests. Staff are confident in using the 'Birth to three matters' framework to plan activities for children under three years in consultation with parents.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making appropriate progress towards the early learning goals because the staff team have relevant knowledge and understanding of the Foundation Stage. There are regular assessments of children's achievements to inform teaching, such as how children are making progress in using scissors. Staff produce plans, which relate to the six areas of learning and identify learning outcomes. Staff are clear what children are expected to gain from the activities and children's learning is sound.

Children are happy and settled within the nursery. They show a good sense of belonging and are involved in community activities, such as a fundraising car wash at the centre. Children are motivated and interested in their play, forming friendships with their peers. They are developing their personal independence as they make some choices about activities and attend to their personal needs. Children confidently speak to visitors asking 'What are you doing?'. They enjoy looking at books and handle them appropriately but are restricted in their learning because of the limited numbers of books. Older children are beginning to recognise some letters and numbers. Staff give clear attention to additional aspects of early reading and writing. For example, children are beginning to learn to recognise their name because the staff are introducing a self-registration scheme and the children have name cards at the dining table.

Children make firm progress in their mathematical development, due to the staff grasping opportunities to talk about number, shapes and sizes in day to day activities. Children join in with counting in various activities, such as water play and puzzles. They use language in water play, such as full and empty, big and small.

Older children talk about different countries, such as monkeys living in Africa and puffer fish living in the sea. They enjoy creative activities, such as making a Diwali lantern and Christmas stars with a selection of tools and materials.

Children are developing an appreciation of books and they recognise that print carries meaning. They enjoyed visiting the post office, buying stamps, addressing envelopes and sending messages to their homes.

Children are developing a sense of the wider community and are learning about different cultures, beliefs and abilities through the activities and resources available to them and through their discussions with the staff. They are able to explore their creativity through a range of media such as paint and collage materials. Opportunities to develop their physical skills in an outdoor environment are restricted, reducing the children's chances to develop movement and a sense of space.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy because they are all warmly welcomed into the setting and valued as individuals. Staff are attentive to their needs and give praise and encouragement to each child. As a result, children play amicably together, cooperating to complete puzzles and other activities together, such as the current production of 'Grease'. Children with learning disabilities/difficulties are comprehensively involved in activities at the centre and staff provide a high standard of care, although the Code of Practice on Identification and Assessment of Special Needs is not on the premises and this could result in delays in further helping children.

Parents are effectively involved in events at the centre, such as road safety campaigns, charity fundraising and helping with themes. For example, a parent who is a veterinary surgeon visited bringing pets to show the children. Parents feel very strongly that the staff are highly motivated to care for and help their children learn and develop.

Children follow the positive models of staff in showing courtesy and consideration for others. They enjoy celebrating festivals, such as Diwali and held a pretend Christian wedding at a local church. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is good. There are effective procedures such as newsletters, notice boards, parents' evenings, questionnaires, accessible children's records and an open door policy to inform parents about the education of their children. Parents are confident in approaching staff and robustly share their views with the staff to ensure a consistent approach to learning.

Organisation

The organisation is inadequate.

Staff and volunteers undergo suitability checks to ensure that only cleared people have unsupervised contact with the children. There is a commitment to developing staff training and the children benefit from ongoing staff training. Most documentation is in place; although there are some serious weaknesses which contributes to children's health and welfare being compromised.

Although there are sufficient staff working directly with the children, at the time of inspection the facility had breached regulations by having more children in attendance than the registration permits. Further breaches in documentation include the registration system not including hours of attendance, inadequate complaints procedure and not displaying the registration certificate. All of these breaches put children at risk.

Leadership and management of the nursery education is satisfactory. The manager and registration holders are committed to developing staff through training and monitor performance by using an appraisal system, plus one to one sessions. This has a positive effect on children's care and learning.

Overall, the provision does not meet the needs of the children who attend.

Improvements since the last inspection

At the previous inspection there were inconsistencies in recording relevant information in the accident record books. This issue has not been fully addressed and an action has been raised.

The nappy changing procedure also required some attention and this has been addressed on some levels. Although no procedure is displayed the registered persons state that all staff are familiar with the procedures.

There was also a concern about how the children are grouped and staff deployed after lunch.

This issue has now been resolved to a satisfactory degree to promote the learning and safety of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- make available to parents a written statement that provides details of the current procedure to be followed if they have a complaint and ensure complaints are appropriately recorded
- develop and implement a registration system for registering children and staff attendance on a daily basis showing hours of attendance
- assess the risks to children in relation to blocked fire exits, electric sockets, safe storage of medicines and take action to minimise these
- ensure that registration certificate is displayed at all times
- ensure that the registered person/s comply with all conditions of registration including numbers of children cared for on the premises at any one time
- ensure that all accident and medication records are fully completed including full dates and, where necessary parental signatures

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- plan and provide a suitable range of books for children, which are appropriate for their stage of development and based on their individual needs

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk