

# Pied Piper Playscheme

Inspection report for early years provision

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**Unique Reference Number** 311478  
**Inspection date** 12 April 2007  
**Inspector** Helen Blackburn

**Setting Address** Noristhorpe United Reform Church, Noristhorpe, West Yorkshire, WF15 7PG  
**Telephone number** 01924 412647  
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**Registered person** Sharon Blenkin  
**Type of inspection** Childcare  
**Type of 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Pied Piper Out of School and Holiday Club is one three settings run by Pied Piper Childcare Centre Company Limited. The club registered in 1993 and operates from rooms within the United Reform Church, Norristhorpe. It is situated in a residential area of Norristhorpe, on the outskirts of Heckmondwike and Mirfield. A maximum of 50 children may attend the club at any one time. The club is open each weekday from 07.30 to 09.00 and 15.00 to 18.00, term-time and 07.30 to 18.00, during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 95 children on roll aged between four years and 11 years, attending before or after school or during the school holidays. Children attend from a wide catchment area and the club serves a number of schools in the area. The club has systems in place to support children with learning difficulties, disabilities or who speak English as an additional language.

The club employs six members of staff. Of these, four hold appropriate early years qualifications. The company is a member of the National Day Nursery Association, Four Children and the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The environment for children is clean. The staff understand the importance of maintaining good standards of cleanliness to minimise the risk of spreading infection for children. They manage this effectively by carrying out good hygiene practices, such as regularly cleaning the environment and equipment. The group's written health and hygiene policy support staff in understanding good hygiene management and they implement these effectively. Overall, everyday practical routines help children to understand the importance of good personal hygiene. The children know why they need to wash their hands and do so at appropriate times throughout the day, such as when taking part in food preparation activities and before lunch. They talk about the consequences of not washing their hands. For example, children understand about germs and bacteria and how poor hygiene can lead to illness. However, the staff are not as effective at reinforcing these good hygiene routines before more informal snacks, such as toast time.

There are good procedures in place for managing illness at the setting, which contribute to protecting the children's health. The group have written policies that clearly outline that any children with infectious illness need to stay at home. This reduces the risk of cross-infection or cross-contamination to others. Medication records include all the required information and staff regularly review these to monitor children's health needs.

Through regularly playing outdoors, the children access fresh air and have good opportunities to be active. This promotes children's good health and physical development. The children thoroughly enjoy playing outdoors and take part in a wide range of activities to develop their physical skills both indoors and outdoors, such as balance, coordination and stamina. The children skilfully ride on roller blades, play football, skip, throw and catch balls and play games with the parachute. The children talk about why they need to exercise and understand it keeps them healthy and fit. Displays within the setting promote physical activity and provide ideas for children to try out, such as gymnastic moves. In addition, activity plans incorporate walks, visits and ideas from children, such as sports days and obstacle courses.

The group know how important it is to promote healthy eating to ensure they effectively support children's healthy growth and development. Menus ensure children access a good range of healthy nutritious snacks, both during the holiday club and after school. The children enjoy eating fresh fruit, home-cooked pizza with healthy toppings, sandwiches and vegetable soups. The children eagerly join in activities that involve raising their awareness of different foods and textures. For example, children make fruit kebabs and chop fresh vegetables in the home corner. The parents are supportive of the group's healthy eating policy and when providing packed lunches during the holiday club, they send children with healthier options. In addition, there is a good range of displays around the setting to promote the importance of leading a healthy lifestyle. Lunchtime is an enjoyable and relaxing experience for children. They sit in groups and have good opportunities to socialise and interact with staff and their peers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The environment for children is safe, secure and maintained in appropriate condition. The club share the premises with other community groups and the Church committee are responsible

for the maintenance of the building. The management work closely with the committee to ensure they maintain the premises to acceptable standards. For example, the recent renovation of the toilets improves the facilities for children and management are currently working with the Church to replace some carpets. The staff are vigilant in keeping children safe and through having good safety precautions in place they manage this effectively. This contributes to children playing safely and minimises accidents. The staff understand the importance of monitoring safety on an ongoing basis. For example, during the recent work on the toilets, risk assessments were quickly devised to reduce any potential hazards to children. Written safety policies support the staff in maintaining a safe place for children to play. If an accident occurs, the staff record sufficient detail. They monitor these records on a monthly basis to enable them to identify any potential risks or areas of concern.

The children have a good understanding of how they can keep themselves safe. They take part in regular evacuation practises so that they know what to do in an emergency. They understand the importance of wearing helmets, elbow and knee pads when playing on the roller blades to prevent accidents and injuries. The children also help to devise some of the group's safety policies. For example, they contribute to policies relating to travelling in vehicles and walking to school. This supports children in taking some responsibility for their own safety.

The resources for children are maintained in good condition. The wide range available supports children's developmental needs and ensure they have choice and variety. The organisation of these resources allows children to make choices in a safe way. For example, children select toys stored on low units.

The staff have a good understanding of child protection and this contributes to them protecting children from harm. They know what to do if they have concerns about a child and this includes staff keeping records and liaising with appropriate agencies. Staff and management are aware of the Local Safeguarding Children Board and imminent training in this area will extend their knowledge. The group are fully aware their current policy is not in line with current legislation and following training, they will update this accordingly. There is clear recruitment and vetting procedures in place to ensure staff are suitable to care for children. This contributes to effectively safeguarding children.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The children are cared for in an environment that is extremely welcoming and relaxing. The very friendly approach of the staff contributes to developing secure and trusting relationships with children, which results in children being very happy and settled. The displaying of a wide selection of children's work and posters contributes to this welcoming feel and provides a sense of belonging for children.

The children are fully involved in how the setting operates and through their self-motivation, suggestions and ideas they organise and plan their play. The children confidently contribute to the activity plans, ideas sheets and children's councils to become an active and valued member of the group. For example, the children enthusiastically and eagerly talk about what ideas they put forward for the weeks activities. Staff are very skilled in what they do. They use their expertise to allow the children to take the lead in organising activities, whilst ensuring they access an excellent range of stimulating experiences, based around 'Every Child Matters'. For example, when children suggested activities linked to space, staff provided a newspaper article, which led on to children creating three-dimensional models and walls displays. In addition,

staff encourage children to evaluate what they have done and think about ways they could develop their ideas for the future.

There are excellent relationships between the staff and the children. The staff are actively involved in children's play. They use their skills to encourage children to develop, be imaginative and resourceful, especially in regard to making their own choices. The staff's flexible approach to play enables children to be inventive and creative. For example, children spontaneously change the home corner into a hairdressers. The staff are able to support children in this way through their secure knowledge of how children learn. The children play extremely well together. They play cooperatively during games, such as football and understand the need to share and take turns on the computer games. The children speak positively about their experiences at the group. They enthusiastically talk about their achievements and take pride in their work. For example, children eagerly show adults their spaceship models and their football skills. They talk about how much they enjoy attending the group and what fun they have in the before and after school club and during the school holidays.

### **Helping children make a positive contribution**

The provision is good.

The children's behaviour is good and they are fully involved in devising the club rules and boundaries, including the bullying policy. This effectively supports children in knowing what is expected of them and develops their understanding of learning about the consequences of their actions. The staff have a positive approach to managing children's behaviour and they ensure all children receive praise. This results in children taking a pride in their achievements and promotes positive self-esteem and self-worth. The staff deal with minor disagreements well, they explain and reinforce the policies that the children help to devise.

The children have a good sense of ownership within the group as they contribute their own ideas, help devise policies and become involved in the activity planning. They are independent learners with good opportunities to express themselves and make their own choices as they freely select what they want to play with.

The children have a good awareness of their local community and the world in which they live. They enjoy going on outings and visits, and taking part in a wide range of activities that raise their awareness of diversity. For example, they access a good range of resources that provide positive images of others, such as books, dolls, dressing up outfits and activities that involve celebrating religious and cultural festivals. This contributes to promoting children's positive self-image and encourages children to respect others. The children are polite, they use their manners well and show concern for their peers. For example, children kindly offer to show new children around the setting. Through the systems in place staff adequately support children with disabilities, learning difficulties or children who speak English as an additional language.

There are strong relationships between staff and parents. They work successfully together to effectively meet children's needs. The flexible service contributes to supporting all the family, for example, attending short days during the holidays and the provision for collecting from a number of schools in the area. Through newsletters, notice boards, discussions, welcome packs and policies the parents know what service is in place for their children.

## **Organisation**

The organisation is good.

The staff use their time effectively to meet children's needs and to promote their welfare. They work very well as a team and this contributes to the smooth operation of the setting. Through deploying staff around the group, staff ensure they supervise children well and meet adult to child ratios. Through the group's contingency arrangements, they have good systems to cover for staff sickness and holidays.

Management and staff are committed to improving the service they provide for children. They work closely with professionals from the local authority and are open to ideas and suggestions. They are working towards a quality assurance award, which demonstrates their commitment to improving outcomes for children. Through reviewing their service, management are fully aware of aspects of the provision that need developing, such as replacing the carpets. They are pro-active in taking this forward with the Church committee. Through training, staff extend their skills, knowledge and experiences. They use what they have learnt to review and influence their practice and opportunities they provide for children. Concise induction programmes support staff in knowing what management expects of them. Appraisals support the professional development of staff and contribute to the training programme in place.

There is good documentation in place to meet regulation requirements and to promote the safe management of the setting. The club provide detailed information to the schools they serve. This includes the group's policies, procedures and a partnership agreement outlining how they will work with the schools to promote the well-being of the children. The service provided for children is outlined through the group's policies and procedures. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the provider agreed to review the grouping of children at meal times. The children now sit in groups at lunchtime to provide a social and relaxing experience for them. When the club is very busy, additional rooms are used to ensure children remain in smaller groups.

## **Complaints since the last inspection**

Since 1 April 2004 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.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

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

- support children in developing good hygiene practices at all times throughout the day.

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](http://www.ofsted.gov.uk)