

Pied Piper Pre School

Inspection report for early years provision

Unique Reference Number	302001
Inspection date	16 May 2007
Inspector	Dawn Bonica Brown
Setting Address	St James Church Hall, Kirkgate, Silsden, BD20 9JS
Telephone number	01535 655601
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Registered person	Pied Piper Pre School
Type of inspection	Integrated
Type of care	Sessional 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Pied Piper Pre-School is managed by the committee of St. James Church. It opened in 1987 and operates from two rooms in St. James Church Hall in the village of Silsden, West Yorkshire. A maximum of 24 children may attend the pre-school at any one time. It is open each weekday from 09.15 to 11.45 on Tuesday, Wednesday and Thursday and from 09.00 to 13.00 on Monday and Friday, term time only. All children share access to a secure, enclosed outdoor play area.

There are currently 38 children aged from two years to under five years on roll. Of these, 16 receive funding for early education. The pre-school currently supports children with learning difficulties.

The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to be independent and are gaining an awareness of healthy hygiene routines, through consistent reminders to wash their hands and through using facilities that are adapted to their needs effectively. They remain healthy because staff follow the correct hygiene routines reliably. Children benefit from good maintenance of the required documentation to keep them in good health. For example, children who are contagious do not attend. This prevents the spread of contagious ailments and acts in their best interest to protect all those being cared for.

Children's welfare and well-being are closely protected because a significant number of staff hold current first aid certificates. This means that they are able to administer first aid promptly in the event of an accident because they have the relevant knowledge.

Children are well nourished. They enjoy snacks that include fresh fruit and raw vegetables daily. They demonstrate a positive attitude to meal times through their enjoyment of snacks as a social occasion. Children are gaining an awareness of what constitutes a healthy diet as they learn about eating foods which are healthy and participate in preparing their own snacks on occasions. Any allergies are recorded and their special dietary needs are identified through effective communication with their parents.

Children enjoy active daily routines, which include outdoor play whenever the weather is appropriate. They are skilled at climbing and balancing and demonstrate good spatial awareness in group dancing activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use high quality resources in a safe environment. The premises are well maintained so that children enjoy their play in well-lit and effectively heated, spacious accommodation. All children are involved in meaningful activities that encourage their independence and promote their all-round development. They help themselves to resources easily and operate independently within the setting. For example, the activities are attractively displayed and available for all children to see as they arrive in the setting.

Children are well protected from harm through staff vigilance and daily risk assessments which are implemented well. Staff demonstrate a high level of awareness and ensure that all reasonable steps are taken to keep children safe. For example, as well as routine fire evacuation practises each half term, extra practises are undertaken with new children to ensure that they are all familiar with the routines.

Children are well protected from abuse by well trained staff who have a good understanding of child protection procedures. They are knowledgeable about the potential signs and symptoms that would cause concern and retain the required contact details for reporting. This means that they can act quickly in the child's best interest to safeguard their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well stimulated through good play opportunities and activities. For example, sustained role play, with a role play ambulance, involves many children throughout the session and younger children consistently return to familiar activities to consolidate their learning. All children are encouraged to explore the setting independently through the availability of inviting activities which meet the range of their developmental needs. They gain further benefit from a well organised book corner, which provides a quiet, comfortable reading area. This also serves to enhance their enjoyment of books as several children select books independently and enjoy listening to stories or looking at books with an adult.

Children benefit from good staff interaction and have developed strong relationships with staff and with each other. They are provided with a good balance between freedom to make decisions for themselves and supervision to maintain their safety. Young children's development is promoted well through good implementation of the 'Birth to three matters' framework and through good role modelling from older children so that they engage effectively in parallel play.

Children respond to adults interest as they are successfully encouraged to try new activities and are effectively supported to achieve. This builds their self-esteem and boosts their confidence.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the early learning goals so that, over time, planning covers all areas of the curriculum. Children receive appropriate challenges in all areas of learning and use the resources with skill and confidence. Teaching methods are effective as children learn through first hand experiences. They respond well to adult's high expectations of behaviour, which are consistent and positive. Children with learning difficulties or disabilities benefit from inclusive provision. The setting uses the key worker system effectively to ensure that progress in the early learning goals is reliably monitored for all children.

Children are confident and self assured. They are very sociable and play together well in small groups of friends. Several children form large spontaneous groups enact themes in what is, at times, dynamic role play. Children are independent and demonstrate a secure sense of belonging as they take responsibility for themselves. For example, they understand the daily routines very well and participate enthusiastically in tidying away their toys. Children communicate their ideas clearly and play a full part in the circle time activity, in which they listen to each other and talk about significant events. They engage in meaningful conversations with each other to achieve common goals. Their enjoyment of books is evident as they listen to stories attentively.

Children's experience of mathematics is positive. They count in sequence confidently and reliably beyond the number nine. Many children demonstrate a sustained interest in problem solving activities, such as construction and piecing together jigsaws of varied complexity. They are gaining a sound understanding of mathematics through first hand experiences and through methods which are age appropriate and provide sufficient challenge. Their understanding of knowledge and understanding of the world is fostered well through stimulating activities, such as making bird cake and then hanging it outside for the birds. Their understanding of the

passage of time is fostered well through growing plants and then measuring the growth. Children are learning about the natural world through observing wildlife first hand, for example, looking at worms and other creatures.

Children's enjoyment of physical activity is fostered well through regular activities that they find enjoyable. These activities are stimulating and enhance their enjoyment of moving freely and confidently. For example, children's outdoor play is given added interest with the inclusion of sand and water play, where they paint the walls with large brushes and buckets of water. They are learning about how to care for their bodies through child-centred activities around healthy eating and dental hygiene. Children are encouraged to practise their physical skills daily through a range of activities which promote good balancing skills, climbing and spatial awareness.

Children's creativity is promoted well as they explore materials using their bodies. For example, they explore the texture of jelly, paint with their fingers and hands and explore the changing properties of materials through a variety of printing methods, as well as taking part in cooking and baking. They are encouraged to use their imagination to create original artwork and express themselves using puppets. Children's experience of music is positive as they engage enthusiastically in singing their favourite songs and learn new songs and nursery rhymes using props.

Helping children make a positive contribution

The provision is good.

Children are well settled and demonstrate a high level of security as they separate from carers effectively. This is achieved through good implementation of the key worker system. They are treated with respect so that they learn to be polite. For example, all children are greeted personally by staff on their arrival and all children demonstrate a secure sense of belonging.

Children's self-esteem is fostered well. They are well behaved and confident because they are allowed to take responsibility for their actions. This is largely achieved through positive behaviour strategies, which include recognising specific achievements so that praise is meaningful. Younger children learn good models of behaviour from older ones, who respond well to high expectations of behaviour from staff. All children demonstrate a high level of confidence and security; they benefit from an anti-bullying policy which clearly outlines behaviour which is not acceptable. It also helps parents to understand the behaviour strategies employed by the staff, so that these strategies can be practised at home. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are provided with useful information about the setting and have good access to the policies and procedures which keep their children safe. They gain a greater understanding of how the setting operates through opportunities to participate in activities, such as baking and bringing things of interest into the setting. Parents are well-informed about their children's progress through access to their individual progress files, informal chats with staff during coffee mornings and regular informal discussions with their children's key workers. Staff are approachable, welcoming and encourage parents' opinions about the setting.

Children demonstrate a secure sense of belonging because staff listen to them, value their opinions and provide a wide choice of activities which create positive interaction between children of varying ages. For example, younger children play alongside older ones happily at

similar activities which are graded to meet their specific individual needs. The setting supports children with disabilities effectively so that they feel included and encouraged to achieve their individual goals.

All children benefit from activities and resources which promote non-stereotypical play, help them to value diversity and which reflect positive images of cultural diversity and disability.

Organisation

The organisation is good.

Children are well protected from harm because the organisation of recruitment, selection and staff training is good. Children's welfare is promoted effectively because the records, policies and procedures which are required for the efficient and safe management of the provision are well maintained. However, the complaints procedure contains information regarding Ofsted contact details which are incorrect. Children benefit from care by staff who are highly skilled and who put their needs first.

Children play safely in a setting which is warm, welcoming and provides a child orientated environment. They benefit from good organisation of resources to maximise their enjoyment of the setting. Good organisation of the day follows children's individual routines and ensures that they receive good continuity of care. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management is good. The managers are clear about their role and demonstrate a high level of understanding of the strengths and weaknesses of the provision. The setting supports staff to reflect positively on their own practice in most areas, but development of comprehensive methods to support them in this are not fully implemented. Monitoring and evaluation of the provision is carried out well and significant improvements since the last inspection means there is a strong commitment to the development of care and education for all children.

Improvements since the last inspection

At the last inspection for the care of children the provider was requested to ensure that there is a system for registering the hours of attendance of staff and children and ensure that written permission is obtained from parents for emergency medical treatment and to administer medication. They were also required to provide written statements on behaviour management, anti-bullying and child protection, which identifies the steps to be taken in the event of an allegation against a member of staff. Further requirements concerned the implementation of induction procedures for staff and a key worker system for the care of children which must be consistent.

Children's safety has improved through the implementation of correct procedures for recording the hours of attendance of staff and children and through careful attention being paid to obtaining parental consent for emergency medical advice or treatment. The organisation of child protection procedures has improved through the development of clear policies and procedures in this area. Children's welfare has improved through the development of good staff induction procedures, effective staff training in managing children's behaviour and the development of clear policies on behaviour management. The management of children's welfare has improved further through the implementation of an effective key worker system and improved quality of care for children.

The key issues arising from the last inspection for nursery education were to increase the amount of time that staff spent interacting with the children, provide appropriate challenges in maths and communication, language and literacy for the more able children and to improve staff knowledge of appropriate teaching methods.

The quality of the nursery education for children has improved through good re-organisation of the sessions to promote effective staff interactions with children. Furthermore, significant improvement has been achieved in this area through the development of successful behaviour management strategies. Productive staff training has enhanced the quality of teaching and learning so that children make good progress across the curriculum.

Complaints since the last inspection

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.

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.

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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 further the registered person should take account of the following recommendation(s):

- update the complaints procedure to include the correct Ofsted contact details.

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):

- continue to develop methods to help staff to reflect positively on their own practice.

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