

Pied Piper Childcare Centre

Inspection report for early years provision

Unique Reference Number	EY216457
Inspection date	26 April 2007
Inspector	Helen Blackburn
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 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 Childcare Centre Mirfield is one of three settings run by Pied Piper Childcare Centre Limited. The centre registered in 2001. It operates from a converted church, situated in a residential area of Mirfield. A maximum of 158 children may attend the centre at any one time. The centre is open each weekday from 07.30 to 18.00, all year round and provides nursery and out of school care. Children have access to two fully enclosed outdoor play areas.

There are currently 361 children aged from three months to 12 years on roll, of these 85 children are aged over eight years. There are currently 38 children who receive funding for early education. Children attend from a wide catchment area. There are systems in place to support children with learning difficulties, disabilities or for children who speak English as an additional language.

The centre employs 52 members of staff. Of these, 42 hold appropriate early years qualifications and six are working towards a qualification. 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.

Through maintaining good standards of cleanliness and hygiene, the children are cared for in a clean environment. There are consistent cleaning routines in place and staff implement the group's health and hygiene policies effectively. This contributes to minimising the risk of spreading infection and cross-contamination for children. For example, staff regularly clean the environment, equipment and sterilise items used by the babies. Everyday practical routines help children to learn about good personal hygiene. The children know to wash their hands at appropriate times throughout the day, for example, before they eat. The curriculum planning includes a good range of activities to develop children's understanding of the importance of good health and a healthy lifestyle. They talk about germs, cleaning their teeth and eating healthily.

There are clear and accurate procedures in place for managing illness within the setting to minimise the risk of cross-infection to others. For example, written policies outline that any children with infectious illnesses need to stay at home. To protect children's health, staff maintain detailed records when they administer any medicines to children. The monthly review of these records contributes to staff monitoring children's health and help them to identify any concerns of individual children.

The children access fresh air as much as possible to promote their healthy development. However, due to restrictions with the planning department the group currently have restricted the times that younger children can play outdoors. The management are working hard with external agencies to address this and through their planning; they explore alternative ways to ensure children have regular access to outdoor play and fresh air. For example, in addition to children playing outdoors at the group, all children go on regular walks, outings and visits, such as to the park, library and places of interest. Children access a wide range of indoor and outdoor activities that support their physical development. For example, older children enthusiastically climb in and out of tyres, play football, dance and perform plays, all contributing to them being active. The babies have good opportunities to roll, crawl, reach for toys and explore their environment. The curriculum programme for the younger children and nursery children contributes to children developing their control, balance and coordination skills. For example, children balance on beams, throw and catch balls, jump, hop, ride bikes and climb on small apparatus. To support children's fine motor skills, all children paint, draw, cut, build and younger babies enjoy exploring objects that they can suck, pull and squeeze.

The setting successfully promotes healthy eating to support children's healthy growth and development. The menus are varied and seasonal to ensure they are nutritious. They incorporate a wide range of foods, such as fresh fruit, chopped vegetables, home-cooked roast dinners, pasta, and fish dishes. Staff ensure children's individual needs are adhered to, for example, catering for specific dietary requirements and working to children's own feeding routines. Through fun activities, the children are developing a good understanding of the importance of eating healthily. They explore a wide variety of real food in the home corner; they talk about healthy options and enjoy baking activities. Overall, mealtimes are generally a relaxing and enjoyable experience for children. They sit in small groups and socially interact with staff and their peers. However, for some children, occasional mealtimes or snack times are disorganised, which results in some children becoming restless and interrupts some care and education routines. There are good opportunities for children to develop and acquire new skills during

mealtimes, for example, younger children learn to feed themselves and older children develop their independence as they serve their own food and drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in an environment, which is safe, secure and overall maintained in good condition. Staff are vigilant in maintaining this and ensure good safety precautions are in place to minimise accidents. For example, they supervise children well, regularly carry out checks on electrical equipment, use safety gates and frequently monitor areas used by the children. To enable staff to implement these precautions, they comply with the setting's policies and procedures. For example, they adhere to the risk assessments in place.

The children are developing a good understanding of how they can keep themselves safe. For example, through taking part in evacuation practices they know what to do in an emergency. Through play and activities, children learn about playing within safe limits. For example, staff explain to children how to climb apparatus and hold cutlery safely. In addition, children attending the out of school provision are involved in devising safety policies. For example, they contribute to policies about how they can walk to school safely and travelling in vehicles. If an accident occurs, the staff record accurate detail regarding the incident. Management monitor any accident records on a monthly basis. This enables them to identify any potential risks or areas of concerns.

The children access a good range of well-maintained and safe resources, which support the developmental needs of all children attending the provision. Through the good organisation of the rooms and resources, the children play safely. For example, they select toys stored on child-height units and the arrangement of equipment contributes to minimising opportunities for children to run around in the large rooms.

The staff have a good understanding of child protection issues and this enables them to protect children from harm. Through recent training, they have a secure understanding of the Local Safeguarding Children Board procedures. Staff know what to do if they have concerns about a child. For example, they keep records and liaise with appropriate agencies regarding any concerns they have. To support staff's understanding of protecting children, they implement the setting's child protection policy. There are clear recruitment and vetting procedures in place. These ensure staff are suitable to care for children and therefore protects and safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The environment for children is welcoming. The staff's friendly approach contributes to this and provides a relaxing atmosphere for children. As a result, the children are happy, settled and feel secure in their environment. There is a wide selection of children's work, posters and mobiles displayed in most areas to contribute to the welcoming feel created. Although, the entrance and staircase to the out of school common room area is less welcoming.

Relationships between the staff and children are excellent across all age groups. The staff effectively use their time to interact with the children. This contributes to building up secure and trusting relationships and ensures staff know the children really well. This results in staff meeting children's individual needs. For example, they incorporate into the day, individual routines, such as sleep and feeding. This provides security and continuity for children. The

children enjoy their time at the group and are busy throughout the sessions. For example, nursery children become engrossed in a weaving activity and enthusiastically dig for treasure in the sand. The younger children show great interest and eagerly watch the tadpoles and make models with the play dough. The babies respond positively to staff, they laugh, smile and babble with enthusiasm when staff interact with them. A group of older children use their initiative to plan ideas for future sessions, others enjoy a game of football and some enjoy relaxing with their peers after a busy day at school.

The staff have a secure understanding of child development. This enables them to provide a challenging and stimulating range of play opportunities across all areas of development. To assist staff in planning activities for children and recording their progress they use appropriate guidance to support them. For example, for the younger children they use the 'Birth to three matters' framework. The staff have a good understanding of the framework and because of this, they are reviewing how they plan and record children's progress. The effective use of the framework supports the development of the younger children, such as stimulating the less mobile babies, working to a key worker system and building on what children already know. Children attending the out of school provision plan their own play. For example, through meetings, suggesting ideas and children's forums they are fully involved in the planning of activities.

Nursery Education.

The quality of teaching and learning is good. The staff have a competent understanding of the Foundation Stage curriculum guidance. As a result, they plan a broad range of challenging and stimulating activities for the nursery children. The detailed planning systems ensure activities reflect all areas of the curriculum and children's development. There is a good balance between the continuous play provision and planned adult-led play. However, planned play is flexible to take into account children's own ideas and interests. When planning activities, staff ensure they identify a specific learning outcome to support children's progress and development.

Staff observe children's play and use their findings to record children's progress through the stepping stones. The staff are changing these records to a much simpler and clearer system. Through using children's progress records and staff's knowledge of the children they effectively identify any gaps in children's learning, which they then link to future planning. The staff's good relationship with the children contributes to staff successfully supporting and challenging children's development. The staff use effective teaching methods to support children's learning. For example, they instinctively ask children a good range of open-ended questions, such as what, how and why. This encourages children to use their initiative and to develop their own ideas.

Children make good progress towards the stepping stones, given their capabilities and starting points. The children are happy, motivated and interested in their learning. They enthusiastically join in activities, for example, a group of children enjoy engaging in role play activities. The strong relationship between the staff and children contributes to promoting children's personal, social and emotional development. Children use their imagination well to express themselves and to share their ideas and thoughts. For example, children dress up, prepare foods in the home corner and play in the florists. The children explore a wide range of media, texture, musical instruments and art activities to develop their creativity. For example, children sew, weave, stick, paint and explore the properties of dough, which includes adding materials such as glitter to create different effects.

Children's mathematical, communication, language and literacy skills are developing very well. The children are confident speakers and they engage very easily in conversation with others. The children access a good range of activities that support their early reading and writing skills. They enjoy looking at books, frequently visit the library and listen attentively to stories. Through drawing, painting and mark making activities the children develop their early writing skills and begin to learn about letters and sounds. Labelling around the setting introduces children to print and supports them in recognising simple words, especially their names. Through practical and fun activities, children are developing a good understanding of early maths. They use mathematical language during play, such as mine is full and this is a long one. They use their counting skills and become familiar with number, for example, they join in number rhymes. The children match and sort everyday objects to develop their understanding of shape, size and colour. For instance, children sort the fruit in the home corner in different ways.

The children are curious and inquisitive learners. They eagerly ask questions, explore their environment and take an interest in what they see and do. For example, they have fun playing with blossom, talk about the tadpoles they have seen and enjoy planting and growing activities. Through the activity planning, children have good opportunities to go on visits in the local community and they welcome visitors to the setting. For example, the police, fire department, vets and midwives. These activities support children's development in a knowledge and understanding of the world.

Helping children make a positive contribution

The provision is good.

The children's behaviour is good and appropriate for their age and stage of development. The staff have a positive approach to managing children's behaviour and provide them with lots of praise and deal with minor disagreements well. For example, they clearly explain why certain behaviour is unacceptable. This supports children in developing an understanding of right from wrong. In addition, the out of school club children devise their own boundaries and rules, which encourages them to think about the consequences of their actions. The children have good relationships with each other. They are polite, share, take turns and play cooperatively with others. A written policy supports the behaviour management strategies.

The children have positive self-esteem. They are confident to contribute their own ideas and freely choose what they want to play with. They select resources from child-height storage units and contribute to planning. This promotes children's independence and provides a sense of belonging and ownership for children.

The children have a good awareness of their local community and the world in which they live. For example, the activity plans includes walks, outings, visitors to setting and involvement in community fundraising events. This includes the older children performing a show to raise funds for a local hospital. There is a good range of resources that provide positive images of others; this contributes well to raising children's awareness of diversity. This includes books, dolls and activities that involve children celebrating a wide range of religious and cultural festivals. This supports children in having a positive self-image and encourages them to be respectful of others. In addition, there are successful systems in place for staff to effectively support children with disabilities, learning difficulties or for children who speak English as an additional language. This includes supporting all the family and close liaison with other professionals involved in the children's care.

The partnership with parents and carers is good. There are strong links between the parents and staff and they work successfully together to promote children's welfare. This begins with home visits and the effective sharing and exchanging of information, such as children's likes, dislikes and routines. Staff encourage parents to contribute to their child's learning and progress records. Through newsletters about themes and the displaying of plans, parents are aware of the curriculum programme in place for all children. This enables parents to support and continue their child's learning at home. Comments from parents are positive, especially in regard to support, activities provided for children and friendliness of staff.

Notice boards, policies, procedures, welcome packs and discussions with staff outline to parents the service provided for children. In addition, information is available through leaflets and discussions regarding the process for accessing funded education. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The staff work very well together and they organise their time effectively to promote the welfare of children. For example, the deployment of staff ensures adult to child ratios are met. This includes appropriate contingency plans to cover for emergencies, staff sickness and holidays. The staff make good use of the space to meet children's needs. Children are cared for in groups according to their age and all rooms are organised into different areas. For example, provision for sleep, dining and play. The planning and organisation of resources covers all aspects of development, provides opportunities for children to be independent and ensures children play safely. The staff understand the importance of continuity and consistent care for children. They promote this by building children's individual routines into the day.

There is good documentation in place to meet regulation requirements and to support the safe management of the setting. The policies and procedures provide accurate detail to outline the service in place for children. Documents include children's information, registration systems, accident and medication records. Overall, staff maintain these in good order. Although, some omissions in a register result in an inaccurate record of children's attendance. All documents are stored securely and management are fully aware of issues surrounding data protection. Complex computer systems support the efficient management of the setting. For example, computer programs contribute to monitoring availability of places, children's ages and staff ratios.

The leadership and management of the setting is good. Management and staff are open to ideas and suggestions to develop the service they provide for children. They demonstrate their commitment through attending training to develop their skills, experience and knowledge. Staff use training to evaluate their practice and to enhance opportunities for children. In addition, the company is in the process of completing a quality assurance award and are to embark on a healthy food award. Appraisal systems are in place to support staff development. Detailed induction programmes support staff in knowing what is expected of them. There are good systems in place to monitor the effectiveness of the setting, including the education programme. For example, staff work with the local authority, evaluate their plans, devise action plans and regularly attend staff meetings. 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 comply with conditions of registration, develop some documentation and review safety. Through risk assessments, staff meetings and training, staff monitor and understand the importance of keeping children safe. For example, they ensure good precautions are in place to minimise accidents. Registration systems now include children's hours of attendance. This supports staff in knowing which children are present, especially during emergency evacuations. Through displaying their certificate and working within their registration requirements, the group comply with regulation. For example, they ensure the number of children cared for does not exceed what is allowed. This promotes the welfare and safety of children. Documents in regard to complaints, accidents and medication have been developed and now contain all relevant information. This contributes to supporting children's health and well-being.

In regard to the nursery education, the provider agreed to provide a suitable range of books for children. Through the permanent book area, regular visits to the library and use of books in all areas of the curriculum, children have good opportunities to develop their early reading skills. This includes, children making their own books.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

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):

- ensure registration systems are accurate and kept up to date at all times
- review the organisation of children's lunchtime and snack time (also applies to nursery education)
- develop the staircase and entrance area to the out of school provision.

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):

- make improvements as indicated in the care section above.

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