

Pied Piper Pre School

Inspection report for early years provision

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| Unique reference number | 302001 |
| Inspection date | 21/06/2010 |
| Inspector | Ingrid Szczerban |
| Setting address | St James Church Hall, Kirkgate, Silsden, BD20 9JS |
| Telephone number | 07971723375 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Pied Piper Pre-School was registered in 1987. It is managed by the committee of St. James Church and operates from two rooms in St. James Church Hall in the village of Silsden, in West Yorkshire. Opening times are each weekday from 9.15am to 11.45am, during term time only. The pre-school serves mainly the local community. An enclosed outdoor play area is available.

The pre-school is registered to care for a maximum number of 24 children at any one time. There are currently 33 children aged from two years to under five years on roll; of these, 16 receive funding for early education. The pre-school supports children with special educational needs and/or disabilities. This setting is registered by Ofsted on the Early Years Register.

The pre-school employs four members of staff; of these, all hold appropriate early years qualifications at level 3. The setting receives support from the local authority and takes part in quality assurance schemes.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are predominantly robust systems in place to promote the welfare needs of children. Good attention is given to meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are valued and respected as individuals. Relationships with parents and carers are outstanding and links with external agencies are strong. The provider assesses the setting extremely well and accurately identifies many areas for improvement. An excellent capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consistently identify in the accident records the exact part of the body which is injured
- include all specific types of outings in the written risk assessments.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a predominantly good understanding of their role with regard to safeguarding children. For example, they are trained in child protection, know what to do if concerned about a child, and all staff are suitably vetted. All visitors are recorded and parents must sign a form to give details of any other

adults who will be collecting their child, such as a grandparent. Risk assessments for the premises are predominantly robust and minimise risks to children both inside, outdoors and on some, but not all, specific types of outings. Systems in place to keep children healthy are good; the rooms are clean and well maintained, children use separate towels to prevent the risk of any cross-infections and staff ensure that children wear hats to protect them from the harmful effects of the sun.

All staff are suitably qualified and hold current first aid certificates. They are deployed well in the rooms and outside, to support the needs of the children, and the accommodation is organised most effectively to support children's overall development and welfare. Children can safely reach their toys and activities, which are stored at children's height. This promotes children's independence and their ability to make decisions. All documentation to support children's welfare is kept, such as written parental consents, and all accidents and the times of children's attendance, are recorded. However, the accident record does not always identify the exact part of the body which is injured.

There are highly effective systems in place to evaluate the service offered. Numerous and continuous improvements are made and planned. For instance, the setting has acquired more display boards and a number of good quality storage units on wheels, a laptop is set up in the lobby area to show DVDs to parents of their children engaged in activities, and many interesting visitors are invited to the setting. So that children know their work is valued by adults, they have an increased range of resources to choose from and their understanding of the world is expanded. The recommendations following the last inspection have been fully addressed. As a result, the welfare of children and the reflective practice of the setting, are improved. The Ofsted self-evaluation form is completed exceptionally well, with the staff and parents both being involved. Advice and guidance from the local early years department is sought and acted on. Quality assurance schemes are followed, such as the Early Childhood Environment Rating Scale program to improve the environment for children; for instance, a mobile hand-washing unit is located within the playroom for children to wash their hands independently. Staff meet and evaluate all aspects of practice regularly and ongoing training is undertaken. Parents views are listened to and appropriate action is taken to implement their requests. For example, they said that they found it uncomfortable to wait outside in poor weather conditions when collecting their children, so the staff have adapted the procedure to give parents access to the main hall at these times.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. The key worker system works well; the individual personalities and learning styles of children are taken into account by staff in order to plan for each child's development. The environment reflects a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children to feel welcome and to learn to appreciate similarities and differences. The setting supports children with special educational needs and/or disabilities well by working in close partnership with parents and external agencies. The staff have established strong links with other settings delivering the Early Years Foundation Stage, such as play groups and nurseries that some of the children attend.

Children are independent; they select their own toys and equipment and individual children's artwork is displayed so that they feel included and develop good self-esteem.

Partnerships with parents and carers are outstanding. There are exceptional systems in place to exchange information and extend children's learning at home. For instance, the staff show DVDs to parents of children's activities, parents are invited into the pre-school to share their skills and jobs, a website has been devised for parents and daily discussions take place. Individual appointments are arranged with parents to discuss their child's progress on a regular basis, planning sheets are displayed for parents which highlight the current themes and parents take home 'the weekend crocodile', which is used to relay information about what their child does over the weekend and to share with the other children. Partnerships with parents are further strengthened through fundraising events, such as cookery events and jewellery parties, and the staff also go out for meals with parents. Parental participation levels are high and they even help with clearing away the outdoor toys before collection time.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Good information is obtained from parents before children begin about their child's level of ability. This helps the staff to be able to plan for their individual interests. As a result, children settle well and are suitably challenged to extend their learning. Plans of activities are used flexibly to follow the direction that a child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not to run indoors, as staff explain that they could trip and hurt themselves, and they regularly practise the fire drill. The staff also discuss the rules of the pre-school before each session. These include no running inside and the need to look after their toys. Healthy, balanced and nutritious snacks are given to children. The children try foods from around the world in line with themes about festivals. Children know they must wash their hands before eating and after using the toilet, the habit is well formed so that most children perform these actions automatically.

Good emphasis is put on children getting fresh air and exercise outdoors, and children play out each day. They have a range of opportunities to develop their physical skills as they push and pull equipment, climb, run, balance on planks or use wheeled toys. Children also develop good small muscle skills; they thread beads and use a variety of art and craft tools with increasing control.

Children respond happily in this environment which is well organised, enabling them to be independent and develop skills for the future. For example, they make

decisions about what to play with from well-stocked resources which are easily accessible. They enter the setting confidently and are eager to play. They act as monitors to help with everyday tasks; on a rota basis they help to set the tables at snack time and they all return their plates and cups to the trolley. Therefore, they learn to consider the needs of others and take responsibility. All children are well behaved, and learn how to take turns and to share. Children show good levels of concentration in mathematical skills as they play matching games on the computer and sort shapes onto pegs.

Children communicate well. They talk about what they are doing and are supported well by staff who extend their conversations. Story time and singing sessions are very popular and children join in with enthusiasm. Children learn to recognise their own names as they select their name card at snack time. Children can listen well. At circle-time they take turns at 'show and tell' with items brought from home. Therefore, they build well on their communication, language and literacy skills and also learn about each others' lives.

Visitors to the setting expand children's fascination with nature and the world around them. They are excited to see lambs and hens, police officers and dentists. Their interest is further heightened by going out on visits, for instance to the local pet shop and to the fire station. These events are recorded by staff in photographs, which are made into small books for the children and parents to discuss. This encourages the recalling of past events and extends the children's vocabulary and understanding.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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