

Pied Piper Childcare Centre

Inspection report for early years provision

Unique reference number

EY216457

Inspection date

14/04/2010

Inspector

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Pied Piper Childcare Centre, Mirfield is one of three settings run by Pied Piper Childcare Centre Limited and has been registered since 2001. It operates from a converted church, situated in a residential area of Mirfield. The centre is open each weekday from 7.30am to 6pm, all year round. Children have access to two fully enclosed outdoor play areas.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 158 children may attend the centre at any one time, of whom, no more than 94 may be in the early years age group. The centre also offers places for children aged between six and seven years before and after school and in school holidays. Children occupying these places share the same facilities as the children in the early years age group. There are currently 372 children on roll.

The centre employs 37 members of staff, most of whom hold appropriate early years qualifications or are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming, inclusive environment in which their welfare, learning and development needs are well met. Practitioners demonstrate effective teamwork to provide care for each child and they have good relationships with parents, keeping them informed about many aspects of their children's care. Partnerships with others, where appropriate, ensure children's individual needs are met. Indoor space is used very well to meet the children's needs and high quality accessible resources enable children to make good progress in the Early Years Foundation Stage. Systems are in place to evaluate the setting's strengths and areas to develop, and to establish reviews of current practice, such as planning. The recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for planning, and for evaluating and monitoring the quality of the provision
- further develop the provision of experiences delivered through outdoor play
- further develop links with parents to enable them to contribute information about their children's progress and achievements.

The effectiveness of leadership and management of the early years provision

All staff understand their roles in safeguarding children and they are clear about the procedures to follow in the event of any concerns or allegations. Children are not allowed to be collected by anyone unauthorised and practitioners are vigilant about their security at all times. Documentation, policies and procedures which support the setting's practice are accurately in place and organised well. Recruitment procedures are robust and staff are vetted to ensure they are suitable to work with children. Risk assessments clearly identify any hazards and practitioners maintain high levels of supervision for the children's safety. Indoor space is used effectively to meet the children's needs; they are well cared for in their own age groups, and they are able to rest and relax as they need to. However, opportunities for children to access the outdoor environment are limited, largely due to external restrictions beyond the provider's control. Practitioners work very well in their teams with good communication that supports children's individual needs. For example, they divide up the care tasks efficiently and they promptly share messages from parents that may affect the care given to children.

A good rapport with parents helps to establish clear communication for meeting each child's needs. Systems for communicating with parents are established and include good use of noticeboards and daily conversation. Parents are made to feel very welcome and included and they are very happy with the service and the care their children receive. They are very complimentary about the staff's approachability to discuss any issues about their children. Children's progress is discussed with parents on a regular basis, although parents do not routinely contribute to their children's profiles or share in discussion about the next steps in their development. Parents are invited to complete questionnaires and to use the suggestion boxes if they wish to in order to share their views about the provision. Partnerships with others are strong and supportive of children's individual needs with appropriate information shared. For example, there is close liaison with other agencies, such as with speech therapists and portage where necessary, to support children.

The management team is aware of the strengths of the provision and the areas that need to improve, recording this information in the setting's self-evaluation form. All staff are able to contribute to the self-evaluation process, although this does not yet fully include the views of parents and children. The setting promotes equality and diversity well; practice is inclusive and practitioners take steps to ensure all children are involved. Plans for future improvements are well targeted to bring about further enhancements to the provision and outcomes for children. For example, the outdoor areas are designated for improvement.

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

Relationships are a key strength within the setting. Practitioners have close and supportive relationships with children which enables them to feel secure and

confident in their play. Babies and children under two and a half years of age enjoy close contact with practitioners who respond sensitively to meet their needs. Good opportunities for one-to-one attention support very young children as they enjoy lots of cuddles and conversation within secure routines that they know. Children enjoy the company of their peers and co-operative friendships are forming well. Older children thoughtfully show concern for younger children and this helps to foster a caring environment in which they learn from being with each other.

Practitioners are revising the system for planning for children's learning through taking into account their individual interests and schemas. Key practitioners know individual children well and they are aware of their differing needs. All children engage in purposeful play in fun and meaningful ways and they make good progress in all areas of learning. Children are included in all aspects of their care, learning and play. Through having simple choices, they are learning to be competent decision makers from a very young age. Children are very confident and sociable and they clearly enjoy their time in the setting. The youngest children are smiley and curious and easily make their needs known to practitioners who respond promptly. They are gaining confidence in exploring their surroundings and practitioners respond well to their curiosity, engaging in simple games, such as stacking up cups or exploring different textures, such as crunchy cereals or collage. They are beginning to develop their creative skills as they engage in simple pretend play in the home corner. Practitioners skilfully observe very young children closely and extend their ideas well. Their increasing independence and mobility is encouraged through the accessibility of indoor space, good quality resources and the encouragement given by adults. For example, large equipment in the playroom enables them to climb and hide. The oldest children in the nursery enjoy free play and they help themselves to their own resources, co-operating well with their peers. For example, they move vehicles and diggers around in the sand and ask 'can I have that one after you please?'. Practitioners are focused on their roles and they facilitate children's play by being on hand to support and extend their learning. For example, as children play in the water, practitioners help them to count how many containers will fill their bottle through the funnel and they introduce plenty of mathematical language as children have fun. Children competently use simple computer programmes, requiring very little support from staff in this area of learning.

Lots of emphasis within the nursery is given to encouraging children's communication and language skills through plenty of conversation, music, singing and baby sign language. Very young children's non-verbal cues are effectively interpreted by key practitioners and skilled questioning techniques are used very well to help older children to think. Older children readily initiate conversation with their peers and with adults, who listen and respond well. Children's interest in reading is encouraged as they enjoy a range of books and stories and then make simple books of their own with lovely illustrations. Children thoroughly enjoy singing and action rhymes and they enthusiastically join in or make requests for their favourite songs. Older children enjoy singing as practitioners use visual props, such as in 'five little speckled frogs'. Children happily sing to themselves as they play or as they take part in everyday routines, such as hand-washing.

The environment for children is very calm and welcoming with their artwork

attractively displayed. The setting is well maintained and children's health is given high priority through effective hygiene routines and good nutrition. Children are developing a sense of how to support their own physical needs through positive discussion with practitioners. The need for nappy changes and use of potties is discussed with very young children in simple ways. Older children are independent in their personal care as they use the bathroom and wash their hands with good knowledge of why they need to 'wash the germs off'. Children know how to keep themselves safe and they talk about not running inside and being careful not to slip if the water has made the floor wet. Simple reminders from practitioners help them to remember and they sometimes remind each other. Children's dietary needs are very well met through practitioners' knowledge of their individual requirements and this information is shared with the setting's cook who prepares the main meal daily with full regard given to offering vegetarian choices. Drinks are always available to children so that they do not become thirsty in the setting and their individual cups are always within sight or reach. Fresh fruit and vegetables are regularly available for snacks and meals. Children's understanding of healthy eating is promoted very well through discussion about where food comes from and mealtimes are lovely social occasions where conversation and good manners are promoted. Children also thoroughly enjoy exploring different fruit and vegetables, through cutting, tasting, smelling and talking about them, within planned activities.

Children behave in safe ways and they learn to respect each other and be kind to their friends. Children's behaviour is good in response to clear expectations and positive strategies in place. Practitioners are good role models for children to follow and they give plenty of meaningful praise and encouragement. Children display very high levels of self-esteem and this is further reinforced through high quality interaction with practitioners as they actively listen to children and make them feel valued.

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

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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