



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302001

DfES Number: 521965

INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Dawn Bonica Brown

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pied Piper Pre School
Setting Address	St James Church Hall Kirkgate Silsden BD20 9JS

REGISTERED PROVIDER DETAILS

Name	The Committee of Pied Piper Pre School
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ORGANISATION DETAILS

Name	Pied Piper Pre School
Address	St James Church Hall Kirkgate Silsden BD20 9JS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pied Piper Pre-School has been registered for a number of years. It is committee run and operates from two rooms in a church hall in Silsden. It serves the local area.

They are currently caring for 29 children of which 15 three year-olds and 3 four year-olds are in receipt of nursery education funding. Children attend for a variety of sessions and the setting provides sessional care for children aged two years and six months to five years. The setting currently supports children with special needs.

The playgroup opens five days a week term time only, and opening times are from 09:15 until 13:00.

Six part-time staff work with the children. Over half the staff have early years qualifications to NVQ3. The setting receives support from the Local Authority.

How good is the Day Care?

Pied Piper Pre-School provides satisfactory care for children in a well maintained, warm, welcoming environment. There is a high ratio of well qualified staff working with the children, but their time is not always used efficiently to ensure sufficient time is spent interacting with the children. There is a balanced range of good quality resources that, in most cases, is presented appropriately. Documentation is very well managed and efficiently maintained.

Children's health and safety is given high priority and they receive a balanced range of snacks. Children's individual needs are, in most cases, suitably met and children with special needs are cared for appropriately. Staff have a good understanding of child protection issues and are knowledgeable about how to protect children.

Staff maintain good relationships with children and provide a suitable range of appropriate activities. Staff treat children with respect and try to encourage them to respect others. However, they struggle to maintain good standards of behaviour due, in some instances, to inconsistency of approach and inappropriate organisation of

the sessions for the needs of the children attending.

Relationships with parents are good. The setting works hard to encourage all parents to share in their children's achievements and to follow their progress effectively. Parents find the staff approachable and many share information about their children successfully.

What has improved since the last inspection?

Very good improvement has been made since the last inspection which required that attendance times should show arrival and departure, written permission should be obtained for emergency medical treatment, the child protection policy should be shared with parents, the behaviour management policy should include anti-bullying staff should be given induction training and a key worker system should be established.

Health and safety has been considerably improved with the implementation of appropriate procedures to ensure children's safety and to maintain their health. The introduction of a key worker system ensures that staff relationships with children are good and their emotional well being is, in most cases, monitored adequately through an adequate anti-bullying policy.

What is being done well?

- The setting maintains a high standard of maintenance of the building, and the premises are checked effectively for cleanliness.
- Children's safety is very well maintained with good procedures that ensure children are collected by persons known to staff. The setting monitors safety rigorously within the building and outside the premises.
- Children's health is very well monitored in almost all areas, with strong emphasis placed on children's allergies. All staff are trained in first aid and most in the use of epipens.
- Staff are knowledgeable about child protection issues and understand their responsibilities regarding children's safety.
- Documentation is well managed in most areas and records are kept up to date and reviewed regularly.

What needs to be improved?

- the organisation of the sessions to increase the amount of time that staff spend working with the children
- the hand washing arrangements to ensure that good hygiene is maintained at all times
- the consistency with which staff follow the behaviour management policy

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Review the organisation of sessions to increase the amount of time that staff spend interacting with the children.
7	Review the arrangements for hand washing to ensure that good hygiene is maintained at all times.
11	Review behaviour management strategies to ensure that staff apply consistency in their response to childrens behaviour.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Pied Piper Pre-School provides a warm, welcoming environment in which children make, overall, generally good progress. There are, however significant weaknesses in the areas of mathematics and personal, emotional and social development. Children's progress in communication, language and literacy, knowledge and understanding of the world, physical and creative development is generally good.

The quality of teaching is generally good. Staff are kind to the children and meet their individual needs appropriately in many areas. They have a sound knowledge of the early learning goals and ensure that the full curriculum is covered over the school year. Resources are of high quality but not consistently well used, and children have insufficient time for quiet reflection. The teaching methods used for three year olds are appropriate, but those for four year olds are not always well implemented. Staff are sometimes unclear about how children learn as they rely on the completion of work sheets in maths and communication, language and literacy. Assessments are completed but their purpose is not fully understood by all staff as they only indicate whether children have participated or enjoyed activities.

Children's behaviour is not well managed; staff have developed some good strategies to improve their behaviour, but these are not applied with consistency. The children's concentration is often broken through constant changes of activities or disruptive behaviour. Staff provide a wide range of activities and there is good teamwork, but insufficient time is spent supporting children's individual needs within the activities.

Leadership and management is generally good. Steady progress towards the overall quality of the provision has been made since the last inspection, but staff lack adequate guidance on the effectiveness of their practise.

Relationships with parents are good and some participate effectively in their children's progress.

What is being done well?

- Staff knowledge of the early learning goals and coverage of the curriculum; planning is detailed and covers all areas of the curriculum over time.
- There is a wide range of creative activities for most children.
- Staff use of the local environment to enhance children's knowledge and understanding of the world is effective.
- The teaching methods for three year olds are appropriate and meet their needs well.

What needs to be improved?

- the amount of time that staff spend interacting positively with the children
- the consistency with which the behaviour management strategy is applied
- the time taken between activities so that children are fully engaged in activities
- the appropriateness of challenges in mathematics and communication, language and literacy for the more able children
- staff knowledge of appropriate teaching methods for the more able children

What has improved since the last inspection?

Generally good progress has been made overall in addressing the key issues arising from the last inspection. These required that parents should be provided with more information about children's educational provision. More effective measures to be put into place for monitoring the curriculum, and improvement in the clarity of the curriculum plans.

Improved quality of information for parents includes simplified progress reports together with samples of children's work and coverage of the curriculum is now good. Further requirements included the provision of more opportunities for children to solve mathematical problems in practical situations and to use their imagination in art activities. This has been partially addressed in the generally good progress of children's creative development, but children's progress in maths remains inadequate due to the continued lack of practical opportunities for four year olds to solve mathematical problems.

The setting was also required to ensure there are more planned opportunities for children to learn about the past as well as develop knowledge and understanding of the world and a wider range of vocabulary. Children's overall knowledge and understanding of the world has improved in most areas but their understanding of the past is limited through inappropriate teaching methods. Progress in broadening children's vocabulary is generally good as staff encourage them to express themselves verbally in their imaginative play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Most children are interested in new activities, but the time allowed is insufficient to engage their full involvement. Four year-olds have good levels of independence and three year olds select activities of their choice. Some children lack confidence and do not interact positively with others. Staff implement positive methods to improve behaviour but these are not consistently applied so that some activities continue to be disrupted.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children are interested in stories and many choose to listen to stories in small groups. Four year olds use writing materials effectively and attempt writing for different purposes in their role play. Four year olds recognise letters in their name and some children can write their own names. However, they are not consistently encouraged to do this in all activities and an over reliance on work sheets hinders children's progress as they quickly lose interest or motivation to learn.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Three year-olds learn maths language and concepts through successful practical activities such as sorting, matching and number rhymes. Most four year olds count numbers correctly up to 10 in sequence. However, four year-olds do not recognise numbers under five reliably and have few opportunities to solve simple problems in meaningful practical activities. They are given work sheets to complete and intricate games that some children find confusing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's understanding of their environment is enhanced through many local visits and visitors to the group such as the dentist and the vicar. All children explore natural materials such as sand and water and look at living things in the environment through productive activities. Four year-olds use technical equipment appropriately. However, their understanding of time is vague as insufficient emphasis is placed on past and future events in children's own lives.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have good body control and spatial awareness. Three and four year-olds use wheeled toys skilfully to manoeuvre around objects with good control. They climb confidently and four year-olds are independent at personal hygiene. Three and four year olds handle tools appropriately. However, insufficient emphasis is placed on the need for children to recognise when they are thirsty and accidents arise through lack of respect for the personal space of others.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Three year olds express their ideas in practical ways and explore materials successfully. All children participate in role play and become highly involved when the play is supported by adults and when imaginative props are used such as the "traffic police" role play and the dentist's surgery. However, insufficient time is allowed for children to fully explore their emotions and their ideas.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the amount of time that staff spend interacting positively with the children: ensure a consistent approach to behaviour management is maintained; and reduce the time taken between activities so that children remain fully occupied.
- provide appropriate challenges in maths and communication, language and literacy for the more able children
- improve staff knowledge of appropriate teaching methods for the more able children

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.