



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY216457

DfES Number:

### INSPECTION DETAILS

Inspection Date	16/12/2002
Inspector Name	Helene Anne Terry

### SETTING DETAILS

Setting Name	Pied Piper Childcare Centre
Setting Address	117- 123 Knowle Road Mirfield WF14 9RT

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name  
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 nursery is situated within the Pied Piper Children's Centre which also offers wraparound and school holiday care. The nursery opened in November 2001 and is situated in a converted church in a residential area of Mirfield. The centre is open from 7:30am to 6pm, weekdays throughout the year except Bank Holidays. The nursery provides full day care for up to 26 children aged between two and five years and 15 children under two years of age. Children aged between two and five years are accommodated in one large room which is organised into areas of play and gives direct access to a fully enclosed outdoor play area. There are 10 four year old children attending all of whom are funded and there are 10 funded three year olds, including one child sharing funding with a local playgroup. There are no funded children attending with special educational needs or children for whom English is an additional language. There are six staff working with the children, including an Officer in Charge and Deputy and a voluntary member of staff who is training to become a teacher. More than half of the staff have level 3 childcare qualifications and the remaining staff are qualified to level 2. The Pied Piper organisation is overseen by the two owners and a centre manager. The nursery has access to advisory teacher support from the Early Years Development and Childcare partnership.

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

### **How effective is the nursery education?**

Pied Piper is a very good nursery where children enjoy learning through a range of well planned activities. Effective teaching ensures that children make very good progress in all of the six early learning goals. Teaching is of a high standard. Staff have a sound knowledge and understanding of the foundation stage and planning and children's assessments enables staff to provide many interesting practical activities. Planning identifies the challenges made for more able children and the assessment processes are used to inform the planning. Staff confidently engage children effectively in conversation to support and extend the learning and staff deployment is very good. The nursery provides very good resources to cover all areas of learning and development and areas of play are well organised and presented. There are no funded children attending with special educational needs, or children who have English as an additional language, however there are systems in place to provide appropriate support. Leadership and management are very good at all levels of the senior staffing structure. Staff are valued and well supported and display commitment and enthusiasm as a result. There is a shared commitment and understanding towards good early years practices and the desire to continue to improve the quality of care and education. Partnership with parents is very good. They are well informed about all aspects of the setting including their child's progress and there is an effective key worker system.

### **What is being done well?**

Staff give a high priority to encouraging children's personal, social and emotional development. They establish very good relationships with the children and respond readily and with enthusiasm to their needs. This fosters the children's confidence and self esteem and has a positive impact on their disposition towards learning. The quality of teaching is of a high standard. Staff use planned and incidental activities to support and extend the learning by engaging children in effective and positive conversation. There are excellent planning and recording systems in place that ensures all areas of the early learning goals are planned and provided for. Staff have a sound knowledge and understanding of the foundation stage. Children's assessments have recently commenced and are used to support each individual child's learning and to plan for their progress. Information gained from assessments is used to inform the planning. Strong leadership and management provides and supports a shared commitment towards providing a high quality of care and learning. Staff are valued and well supported and their motivation is of a high standard. Partnerships with parents are very good. Good communication between staff and parents ensures that they are fully informed about all aspects of the setting including the progress of their child. Many parents show interest and enthusiasm in how the nursery operates, for example they give up their time to come in to nursery and talk to the children about their jobs.

<b>What needs to be improved?</b>
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There were no weaknesses noted
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<b>What has improved since the last inspection?</b>
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This was the first inspection
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## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children have excellent personal and social skills. They are very motivated and work well both independently and in group activities. They confidently express their needs and ideas, take responsibility for their own tasks and relate well to each other and the adults caring for them. Behaviour is very good and children learn to share, take turns, and show consideration for their environment and for each other.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are making very good progress in communication, language and literacy. Children's language is developing very well and they confidently express themselves during group times and in one to one situations. They enjoy listening to stories and looking at books and take part in singing and rhymes which they can repeat confidently. Children's writing is developing extremely well and they are able to recognise and sound out letters of the alphabet.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in mathematical development. They confidently use and recognise numbers and use practical activities to solve mathematical problems for example when using construction, sand and water. Children are able to compare size and number, and are developing a basic understanding of addition and subtraction, and they use mathematical language appropriately.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children make very good progress in knowledge and understanding of the world. They have many opportunities to explore and investigate, to observe patterns of change and how and why things work. They learn how to select, join and fasten materials together. They learn and understand about their environment and develop a positive respect for the wider world, different lifestyles and cultures.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in physical development. They move confidently and safely indoors and outdoors. They develop good control and confidence when using outdoor equipment such as obstacle courses, wheeled toys and sweeping up leaves and use a wide range of tools indoors to develop their fine skills for example when using woodwork tools, working with malleables, using pencils, glue stick and scissors. They show bodily awareness when the weather is hot or cold or when they are thirsty.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children make very good progress in creative development. They explore shape, colour, form and texture in two and three dimensions making models and paint or design collage. They practice real and imagined experiences in the home bay, post office and bakers and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. They have many opportunities to develop their senses for example when tasting sweet and sour food and talking about objects on the shiny table.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
There were no key issues identified, however as a point for consideration the setting may wish to develop a policy for working with children who have English as an additional language.