

Pied Piper Out of School Club

Inspection report for early years provision

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Inspector	Abigail Cunningham

Setting address	Norristhorpe United Reform Church, Norristhorpe Lane, Norristhorpe, West Yorkshire, WF15 7AR
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Out of School Club is one of three settings run by Pied Piper Childcare Centre Company Limited. The club was registered in 1993. It operates from three rooms within the United Reform Church, in Norristhorpe on the outskirts of Heckmondwike and Mirfield. The club serves the local area and has links with three local schools. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and 3pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the club at any one time. There are currently six children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 13 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs seven members of childcare staff. Of these, five hold a level 3 childcare qualification or above. The club receives support from the local authority and is a member of the National Day Nursery Association and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Self-evaluation is effective and the management team are able to demonstrate how they have made improvements to the provision. The club is committed to working in partnership with parents and is beginning to build links with other childcare providers. They are working particularly well, to ensure all children are included and their individual needs are met. As a result, children make good progress towards the early learning goals and very much enjoy practising their physical skills.

What steps need to be taken to improve provision further?

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

- develop partnerships with other childcare providers.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to safeguard children, as all required checks have been carried out on staff. The safeguarding officer keeps up to date with safeguarding

issues, through regularly updating her training. Effective procedures are in place for identifying any child at risk of harm, recording concerns, seeking advice or making a referral. Supervision of children is good and the system to manage access to the premises is effective, as unauthorised persons cannot gain entry and visitors are recorded.

The staff team are very friendly, helpful, motivated and committed to improvement. They are fully involved in planning, evaluating and developing practice. The management team have demonstrated the capacity to appropriately tackle any identified areas of weakness, such as supporting the children in developing good hygiene practices throughout the sessions. There are clear improvement plans in place and these are devised after the views of the staff, the parents and the children have been sought. For instance, after consulting the children, different board games have been obtained, such as a word board game.

Positive steps are taken to ensure resources and the environment are sustainable. This is because the children are encouraged to use recycled and natural materials in art and craft activities. For instance, the children made flowers in the garden, with cardboard boxes and moss. They also turned wooden pegs into a 'bride and groom'.

The setting has started to communicate with other childcare providers who also support children who attend the club. For instance, they introduce themselves to the teaching staff and pass on important messages to parents. However, there is scope to further develop these relationships, to promote joined up working and outcomes for children.

An effective settling-in procedure is fully in place and there is an established system in place to gain information about children before they start at the club, which includes their individual needs and starting points. The children's parents are fully informed about the service provided. For instance, the clubs policies and procedures file is clearly labelled and situated in the main playroom. The premises are welcoming, inviting and well maintained. Walls display the children's art work, the registration and public liability certificates. Parents also receive regular information via newsletters and feedback from staff. They are also invited into the setting to participate in planned events. For example, a parent came into the club and talked to the children about being a farmer.

Children are developing a positive attitude to others and they play with resources which reflect positive images, such as dolls and books. They also learn about interesting events, such as Christmas, Diwali, Eid and the world cup. Children have regular opportunities to go out into the local community. For instance, to visit the pond, the garden centre and the church.

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

The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious and are taken out on interesting visits, for example, to the fire station. Children show a strong understanding of how to keep safe. They regularly practise fire drills, freely explore their surroundings and learn about safety in the sun.

Children of all ages enjoy letting off steam and refining their physical skills. They play out in different weather conditions and have great fun building snowmen and throwing snowballs. Children thoroughly enjoy playing football, doing 'forward rolls' and playing with the parachute. As a result, they are developing a positive attitude to exercise and being healthy.

Light meals, such as, assorted sandwiches, cheese, crackers and cucumber are offered to the children. The children enjoy their food very much, for instance, one child commented, 'I like jam and cheese sandwiches'. The children successfully develop their self-help skills, as they enjoy helping themselves to meals and choosing sandwich fillings. Children adopt healthy habits, as they independently manage hygiene routines. For instance, before tea-time, they wash their hands with anti-bacterial soap.

The staff team all have a thorough understanding of how children develop and learn. They are very skilled at planning activities for the children, which are based on the children's interests, needs, stages of development and themes. Monitoring systems are implemented and tracking processes accurately identify any gaps in the children's learning and the curriculum planning. As a result, the club is able to show how all children make good progress in their learning and development. Children independently choose their own activities and can stick at tasks for long periods. For example, one child enjoyed jumping through hoops for most of the afternoon session.

The children have a positive approach to learning and enjoy finding out about the natural world, such as the lifecycle of frogs. They also participate in a very good range of creative activities, for instance, drawing and designing a superhero.

The staff team are very positive role models. They lead by example and give the children lots of positive time, attention, encouragement and praise. As a result, the children are very well behaved. They build good friendships, play in harmony with the other children and use good manners without being prompted to do so.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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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