

# Pippins Childcare and Education Centre

Inspection report for early years provision

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EY336949

**Inspection date**

07/02/2012

**Inspector**

Cathryn Parry

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Pippin's Childcare and Education Centre at Holmewood Children's Centre is one of three childcare provisions owned and managed by a limited company with charitable status. It was registered in 2006 and operates from purpose built premises in the grounds of Knowleswood Primary School. The setting is situated in the residential area of Holmewood in Bradford. Children access secure enclosed outdoor play areas. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year. This includes full day care, sessional care, out of school and holiday care.

The setting is registered to care for a maximum of 84 children under eight years at any one time, all of whom may be in the early years age group. Of these, 18 may be aged under two years. The setting also offers care to children aged over eight years to 11 years. There are currently 114 children on roll, of whom 113 are under eight years. Of these, 97 are in the early years age group, of whom 16 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 23 members of staff, including the manager, who work directly with the children. Of these, two hold a degree in Early Childhood Studies, eight hold a qualification at level 4 in early years, eight hold a qualification at level 3 in early years and four hold a qualification at level 2 in early years. The manager has Early Years Professional Status. The setting receives support from the local authority and has successfully completed several Quality Assurance Schemes.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff work well together as a team, providing a welcoming environment for all children and their families. An effective induction procedure, including home visits, ensures all children are included and individual needs are met well. Children have good opportunities to make progress in their learning and development as staff support them well. Overall, procedures for recording children's achievements are good. Systems for involving parents and carers in the ongoing observation and assessment process are constantly being reviewed. The manager and her team evaluates the learning and development opportunities they provide well, to ensure continuous improvement is effectively maintained.

## **What steps need to be taken to improve provision further?**

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

- develop further records of learning and development with particular regard to

- children on short term placements
- develop further systems to involve parents and carers as part of the ongoing observation and assessment processes.

## **The effectiveness of leadership and management of the early years provision**

All staff have attended relevant safeguarding training and demonstrate a secure understanding of associated issues. Consequently, children are well protected. A robust recruitment procedure is in place and implemented well. This ensures all staff are checked with regard to their experience, qualifications and suitability to care for children. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. The manager and her staff demonstrate a high level of commitment to continuing their professional development. Children's play opportunities are enhanced through the effective organisation of space, time and resources.

There is a commitment to equality and inclusion throughout the setting. The staff speak to parents and carers on a daily basis to ensure that they are fully informed of the activities their children have enjoyed. This is supplemented with written diary sheets for younger children. The manager and her team of staff endeavour to involve parents and carers in the ongoing observation and assessment process. However, effective systems are not yet fully embedded. This impacts on staff being able to monitor all of the achievements children make. Partnerships are well established with other professionals. These make a strong contribution to children's achievements and well-being. These relationships are particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. The manager is keen to ensure effective communication takes place between the staff and other practitioners. This nurtures continuity and cohesion where children receive care and education in more than one setting.

The manager communicates high expectations to the staff about securing improvement. There is a clear self-evaluation process in place. Feedback from parents, carers and children enable staff to tailor the service provided to those currently attending. Input from early years professionals from the local authority enhances the already good systems for monitoring improvements made. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

The staff have a secure understanding of the Early Years Foundation Stage Framework and implement it well. Planning takes into account children's interests and capabilities and ensures that each of the areas of learning is effectively covered. Staff know all of the children well and can clearly discuss the progress

they make towards the early learning goals. However, records of learning and development, with particular regard to children on short-term placements, are not fully developed. Consequently, it is not as easy to track the achievements they make.

Staff are enthusiastic and activities are undertaken with a sense of fun. Examples of this are when they lie on the floor with the younger children and make dens with children in the out of school club. Babies' interest is encouraged through a wide variety of man-made and natural resources. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world. Children behave well and know what is expected of them through the consistent and realistic boundaries set by the staff. Children in the out of school club have developed their own club rules to promote good behaviour. This raises their awareness of the consequences of their actions and words to others. Children independently choose what to do and concentrate well on their activities. They use books correctly, listen attentively during story time and join in enthusiastically with action songs. Children's communication skills are fostered particularly well, resulting in good interactions between themselves and the staff. A range of matching, sorting and sequencing activities nurture their problem solving and reasoning skills well. A variety of creative experiences promote children's self-expression and gives them opportunities to explore their senses. Examples of this are when they investigate the instant whipped dessert and shaving foam with their hands.

Children demonstrate a strong sense of belonging in the secure environment. They learn about personal safety as they practise the evacuation drill and participate in road safety activities. Children have regular opportunities to take part in physical play activities, both indoors and outside. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. These include Guacamole and vegetable sticks, chilli con carne and wraps. Children demonstrate a good understanding of the importance of good personal hygiene and are becoming increasingly independent in their personal care. They use information and communication technology to effectively develop their skills for the future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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