

Pipers Day Nursery

Pipers Private Nursery School, 11 Southport Road, CHORLEY, Lancashire, PR7 1LB

Inspection date

Previous inspection date

14/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge of how children learn. They use this knowledge well to promote children's learning through play and plan a rich and varied programme of activities. This motivates children who play and learn with enthusiasm.
- Children are happy and settled because staff work well with parents to make sure that children's care routines at home and the nursery are fully understood and respected.
- A well-established staff team and secure key person system means that staff get to know children well. Children form secure emotional attachments and display a strong sense of belonging in the nursery.
- Managers value staff and offer support and training to enhance staff performance and maintain high standards.

It is not yet outstanding because

- Staff do not always make the best use of opportunities to enhance and extend children's very good knowledge of phonics to help them to decode simple words.
- Ways to further develop children's awareness of their own feelings and those of others, such as providing photographs and pictures of emotions for children to look at and talk about and consider, are not always fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the Rainbow Room, Sunflower Room, Honeybees Room and the outdoor areas.
- The inspector held meetings with the manager and provider and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents, children and local children's centre staff spoken to on the day and in the nursery's written feedback.

Inspector
Mary Wignall

Full Report

Information about the setting

Pipers Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. There has been a nursery on-site since 1974. It is situated in a converted semi-detached house in Chorley, Lancashire. It is one of two nurseries managed by Ellanday Nurseries Limited. The nursery serves the local area. It operates from the ground and first floor and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and 10 staff members have qualifications at level 3. The nursery also employs an administrator, cooks, a handyman and a cleaner. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks a year. Children attend for a variety of sessions. There are currently 69 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the development of early literacy skills for children who are ready, by modelling the oral blending of sounds to make words in everyday contexts, so that children can segment the sounds in simple words and blend them together
- enhance the ways children are taught to manage their own feelings further, for example, by providing photographs and pictures of emotions for children to look at and talk about to help children consider feelings.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children play with curiosity and enthusiasm as staff plan a rich and stimulating play and learning environment for them. Staff have a good understanding of how children learn and use a wide range of effective teaching techniques to promote their learning. Consequently, children are motivated to play and are fully supported to learn and explore the wide selection of toys and activities.

Secure planning systems ensure that all areas of learning are sufficiently covered and

children are interested in their activities. Children's progress is frequently assessed and monitored to identify any gaps where they may need support. Assessments are shared with parents regularly, including when they initially start and each time children move rooms. This ensures that parents are fully informed and involved in their children's learning. Staff encourage parents to share information from home to ensure consistency for children. As a result, all children are making good progress given their individual starting points and are well prepared for the next stages in their learning.

Staff model rich language as they talk to children, developing their communication and language skills. They ask open questions to stimulate children's thinking and talk naturally to them about previous activities. Consequently, children are eager to talk about things, which they have previously enjoyed, such as, tractors, frogs, dinosaurs and crocodiles. Staff sing songs and rhymes with younger children. Children show their enjoyment and understanding as they join in actions and move eagerly to the rhythm. Older children see their name written on labels in the nursery. This helps to develop their understanding of writing and words. Staff point to printed words to help children to make connections in their learning and this is especially helpful to children with English as an additional language. However, they do not always make the best use of opportunities to enhance and extend children's knowledge of linking letters and sounds, so they can blend the sounds to make even more words.

Staff use their good knowledge of how children learn to extend their fun and learning. They sensitively make suggestions to build on children's interests and learning. For instance, some children use jugs to carry water to the sand. Children show deep concentration as they carry the water and enjoy pouring it into the sand. Staff extend children's learning as they show how the sand and water have made a pond and suggest that they use spoons to mix it together. Children learn about the sand and water as they notice how heavy it is when it falls off the spoon and how it now sticks together to make different shapes. Staff model mathematical language and check children's understanding as they talk to them about the different sized pots. They count and sort items in daily events, giving children opportunities to practise and refine their skills. For instance, they count how many children line up to go inside or sort the fruit into different colours. Staff balance adult-led and child-initiated play well. They make sure that older children listen and follow instructions and take responsibility for tasks, such as putting on their coats. This helps to develop useful skills for when they start school and encourages children to be independent.

The contribution of the early years provision to the well-being of children

Staff create a warm and homely atmosphere in the relaxed and calm manner in which they play and care for children. Young children happily call out to greet friends and siblings they see in the nursery, displaying confidence and a good sense of belonging. The secure key person systems and strong relationships with parents means that staff know children well. They use their knowledge skilfully to include and involve children, ensuring that they are happy and settled. Staff talk to children about their favourite activities and family pets. Consequently, children feel safe and form strong emotional attachments. All children, including babies and very young children, confidently look to staff for

reassurance and support. Parents are fully involved when children move rooms in the nursery. All moves are discussed and planned with parents to ensure that children are ready for the move and settle quickly into new routines.

Children learn independence and gain confidence as staff encourage them to share responsibility for simple tasks. For instance, older children help sweep leaves in the garden and younger children understand to close the drawer after helping themselves to sheets of paper to cut or draw on. Children learn how to behave as staff support them to play cooperatively. They notice when young children want the same toys, such as a fire engine, and bring another one out to avoid minor dispute. Staff talk to children about the need to share and take turns. However, other strategies to further enhance children's understanding of emotions and feelings, such as using pictures, are not always fully explored. This means that they do not learn about dealing with feelings as well as possible.

Children are developing a good understanding of healthy eating as staff sit with them, encouraging them to use cutlery and enjoy their meal. The cooks plan a varied, nutritious menu using fresh ingredients. They spend time with children at mealtimes to help evaluate the children's enjoyment of their meals. They support staff in explaining the benefits of the food they eat. For instance, they take time to explain how the apples are cut up and how the skin has a different texture. They sensitively encourage children to try new foods. Children develop good self-care skills as they naturally follow the nursery's routines to wash hands before meals or after playing outdoors. Young children cooperate fully in wiping hands and faces as staff talk gently to reassure and involve them.

Children display a good attitude to fresh air and physical exercise as they play with enthusiasm in the garden. They show the different ways that they can climb the toy castle or ride and push wheeled toys safely. The magnificent tree offers children shade and cosy areas that captures their imagination. Children use the leaves to make an instant collage of a dinosaur or dig in the play-bark for treasure. Babies safely explore toys in their separate, shaded area. This enables older children to run, ride and use more challenging play equipment safely as they develop physical strength and coordination and take safe risks.

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

The provider demonstrates a clear understanding and commitment to meet all requirements. Reflection and evaluation are an integral part of the nursery's routines. The management team have used their knowledge and experience of managing the nursery to carefully consider what is working and what could be improved. The manager and deputy are both supernumerary and are readily available for guidance and advice. They value and support a long established close team of experienced and well-qualified staff who have a good knowledge of the children, each other and the nursery. Consequently, they share the provider's vision for quality and work effectively together to keep children safe and help them learn.

Safeguarding procedures are secure. Policies are shared with parents in initial meetings, discussions with staff and on displays in the nursery. Effective induction and staff supervision procedures means that staff know and implement the nursery's full range of safeguarding policies and risk assessment procedures. Rigorous recruitment procedures, based on local authority good practice procedures, ensure staff suitability.

Children's progress and the quality of teaching are monitored closely by the managers who regularly work alongside staff in the playrooms. A range of monitoring tools are used to monitor staff performance, including regular appraisals, staff meetings and staff supervision. The quality of staff observations of children's learning and progress is monitored to ensure that they are accurate and used effectively. Systems are in place to monitor the progress of different groups of children. This helps to identify any groups achieving below typical expectations, so that any achievement gaps can be addressed swiftly and effectively.

Effective self-evaluation involves parents, local partners, staff and children, accurately identifies the nursery's strengths and is used to help plan further improvements. Staff work closely with parents. Informal discussions, meetings and regular questionnaires are some of the ways that the nursery effectively encourages parents' participation. The provider has established relationships with the local authority to help support the professional development of staff and drive further improvements. The nursery has already achieved the local quality award 'Step into Quality' and is now working on the next quality award. The provider's commitment to work in partnership is extended to local partners, such as the local children's centre. They take advantage of their guidance and training opportunities to help ensure that all children are fully supported in reaching their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY457828
Local authority	Lancashire
Inspection number	895339
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	69
Name of provider	Ellanday Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01257 271 924

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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