

# Pippins Childcare and Education Centre

Holme Wood Childrens Centre, Haslemere Close, Bradford, West Yorkshire, BD4 9EB

<b>Inspection date</b>	26/06/2013
Previous inspection date	07/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 good knowledge and understanding about how children learn and develop. They plan stimulating and exciting activities. Consequently children make consistently good progress in their development.
- Children are very well settled and behave very well. This is because there is a well-embedded key person system and children feel safe and secure. Parents acknowledge the strong relationships children have with staff.
- Children's individuality is at the heart of the nursery. Staff respect each child, their abilities, views and their backgrounds. As a result, children are confident learners and appreciate each other's diversity.
- Partnerships with local schools, early years settings and external agencies are exceptional. This contributes to the good quality support children receive.

### It is not yet outstanding because

- On occasion, some staff do not give children time to think about what they want to say and to put their thoughts into words. Consequently, children's communication and language skills are not always fully extended.
- There is scope to improve the quality of books and presentation in the book areas in both the pre-school rooms.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children in the four room rooms and outside.
- The inspector completed joint observations with the early years lead practitioners in each of the four rooms.
- The inspector held meetings with the manager, the lead special needs coordinator, speech and language therapist, four lead staff and two parents.
- The inspector spoke to the staff and children throughout the inspection
- A range of documents were inspected including observations, planning, tracking of children's progress, electronic assessment information and daily diaries.
- The inspector checked evidence of staff suitability, parent questionnaires, training certificates, policies, procedures and the nursery's self-evaluation form.

## **Inspector**

Shazaad Arshad

## Full Report

### Information about 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 nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the residential area of Holmewood in Bradford. The nursery serves the local area and wider community. It operates from four rooms on the ground floor of the centre and there is wheelchair access to the ground floor. There is an enclosed area available for outdoor play from each of the individual four rooms.

The nursery employs 21 members of staff to work with the children. Of these, 12 hold appropriate early years qualifications at level 3 or above and six at level 2. The manager has Early Years Professional Status and two staff have Early Years degree level qualifications. The nursery opens five days a week, 51 weeks of the year, from 8am to 6pm, Monday to Friday. Children may attend for a variety of sessions. There are currently 170 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives support from the local authority and has successfully completed several Quality Assurance Schemes.

### What the setting needs to do to improve further

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

- review group time, for example, to give children 'thinking time', so they can think about what they want to say and put their thoughts into words without staff interruption
- create attractive book areas in the pre-school rooms where children and adults can enjoy books together.

## Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and a good knowledge of the seven areas of learning. The quality of

practice is consistent and, as a result, all children make good progress in relation to their starting points. Staff understand the benefits of play and how children learn and develop through play based activities and learning opportunities. Staff continuously support children to make good progress because they know each child very well, including their interests and next steps. Children are regularly observed and staff use this information very well to plan activities that match their individual needs. For example, children who show interest in physical activities are supported to incorporate balls and hoops into the parachute games. Children enthusiastically count numbers as they lift and twist the parachute. They explore the wider environment as they go to visit the on-site 'enchanted garden' area. The allotment-type area allows children to develop a range of skills around their interest in the natural habitat of mini-beasts and plant life. Parents are fully involved in this interest and have supported children to plant flowers at home. The assessments of the children's learning are complemented by the secure online interactive learning journal for parents. These assessment arrangements link very well to the progress check at age two. Also, the innovative use of electronic assessments encourages parents to share children's achievements and special events from home. This means children are consistently well supported in their learning both at home and in the nursery.

Staff regularly monitor children's progress through effective tracking systems, which enables staff to highlight any emerging gaps in children's learning very quickly. Staff confidently discuss children's stages of development and utmost priority is given to supporting each child to reach their full potential. Staff do this by listening to children and using their expertise to plan activities to stimulate them and motivate them to learn. For example, children enthusiastically play in the water and staff harness this enjoyment by extending the play to support children to learn about the properties of objects that float and sink. Children are beginning to use good mathematical language during activities. They talk about items being heavier or lighter and estimate size during the games. Children recognise how quickly containers empty and how fast they can fill them with different utensils in the sand tray. However, there are occasions, particularly in larger group discussion time, when some staff are less confident in promoting children's thinking skills. For example, when discussing letters and sounds, staff do not always give children enough 'thinking time' after asking a question, to put their thoughts into words before they intervene and answer for them.

Children enjoy listening to stories and singing rhymes, confidently recognising numbers during board games. They work together and match the objects that they find during the board games. The nursery has done a lot of good work on the 'Every Child a Talker' programme to support communication and language. The staff are committed to responding to the needs of the children with English as an additional language. For example, all the staff team have completed a six week course in basic Polish to ensure they can use language skills with some of the children. The environment is very rich in display and photographs of children and their work. Book areas are set up indoors and outside. However, some of the books are worn and in the pre-school areas the book areas are not as inviting as the rest of the nursery. As a result, children are not enthused fully to use the area in the same way they use the rest of the nursery.

Children with special educational needs and/or disabilities are fully included in the setting and also make strong progress from their starting points. For example, they are supported

in developing communication and language through expression as they participate in music and dance sessions. Their involvement and development is closely monitored by specialist on site and the information is used to share future incremental development steps. This highly individualised support ensures targeted support is tailored to the individual learning needs of the child. Children have confidence to talk about their special educational needs and ask for additional support when needed. As a result, staff are able to identify and plan with good precision to ensure all children are fully supported at all times.

The strong relationships staff have with all children ensure that they are all individually planned for and all children have the best possible start in life. Children are developing many skills to support them to prepare for school or moving to other settings. For instance, they cooperate well with their peers, taking time to listen to their views and discussing their interests. Children explore emotions in small groups and use pictures to explain how they are feeling. In addition, children show a great deal of understanding of how each of their peers is unique. Children know the specific needs of other children and support them very well. For example, they adapt activities to ensure they can all play together as they slow down the dance games and remind each other to care for their peers. Children and staff show care and compassion for each other and this provides a positive atmosphere in the nursery. Younger children display good levels of confidence and move around the nursery with ease. For example, continuous free-flow provision is provided for in each area. As a result, children move from the indoors to the outdoor spaces from each of the rooms. They access a wide range of resources to develop their curiosity and thoroughly enjoy looking in mirrors, using chalk to make marks on the low-level chalk board and experimenting with textures, such as foam. These opportunities support babies to develop their confidence and learn new skills.

Parents comment that 'children love the outside' and the learning opportunities children have in the outside environment are plentiful. For example, children are learning about creating a sustainable environment as they plant vegetables and plants. In addition, staff plan activities around environmental awareness to promote environmental responsibility. Parents are fully involved in the nursery and are keen to share their views of how well their children are progressing. Parents and staff discuss children's sessions on a daily basis and this is further supported by reports, parents' evenings and numerous parent events. This means parents feel confident leaving their children in the knowledge they are cared for in a stimulating environment.

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

Children are extremely well settled in the setting and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by implementing strong arrangements for settling the children in. For example, the on-site family support workers complete home visits and share information with the staff in the rooms. A two-way flow of information between home and the nursery means that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care.

Effective systems are in place to ensure the children's smooth transition to the on-site school and as they move through the nursery. For example, children and parents are well prepared for transitions as the key persons effectively share information about each child with parents, other key persons or teachers. As a result, the move to the next step in their learning is seamless.

All children have daily opportunities to take exercise and access fresh air through outdoor play and they use a wide range of outdoor resources. They climb on tyres with well-rehearsed technique and avoid running into their friends as they move through the area showing good awareness of space. Children have opportunities to run, climb, balance and jump as they practise their physical skills. They recognise when they are thirsty and access drinks in the outside area. Staff promote leading a healthy lifestyle and are very good role models for children. For example, they sit with them at mealtimes and eat a selection of vegetables, talking to them about the benefits of healthy eating and encouraging them to try new foods. Children sit well at snack and mealtimes and enjoy the social occasion. They talk to their friends about issues that are important to them, such as the morning visit to the allotment. Children are also encouraged to exercise regularly both indoors and outdoors. Staff plan music and movement sessions, which children engage in. The different nursery areas each have access to their own outdoors and staff open the doors to outside to enable children to choose whether to play indoors or outdoors.

The nursery at times is faced with the challenges of children with behavioural issues. They have an effective infrastructure of support in place to aid the staff so that they can effectively support the children and families. For example, following a recent biting incident staff have sent out news bulletins to all parents advising them on how to support their child at home. At the nursery, children behave very well and understand the rules, boundaries and behaviour expected of them. For instance, children explain they have been careful in the outdoors and use the equipment safely. They regularly practise fire drills and supporting children to understand how to keep themselves and others safe, is a high priority for staff. Staff reinforce children's understanding through group discussions and inviting guests from the police and fire authority. This promotes children's thinking and prompts discussions about safety issues. Children are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children follow instructions, such as helping to tidy away the resources before lunch, because they know what staff expect of them. Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in their key groups to join in the activities. This helps prepare them for their next stage in their learning. They demonstrate high levels of self-confidence as they question the inspector and share their views and experiences.

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

The management team are highly focused on driving quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff

demonstrates that they are fully committed to providing the best possible start for children in their early years. For example, they have worked exceptionally hard to ensure previous recommendations around assessments for transient groups and involving parents in learning from home. All children attending, including short term placements have good, clear and concise learning assessments. In addition, all parents are involved through the use of media tablets to include information on learning from home. Very effective safeguarding procedures are in place to protect the children who attend. For example, all staff are trained in safeguarding children. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. In addition, children are effectively supervised at all times. Robust recruitment and vetting procedures, alongside effective induction systems, help to ensure all adults are suitable to work with children. All visitors to the children centre are required to show identification and sign in and out of the visitor's book. This is to ensure that a full and accurate record of everyone coming in and out of the building. In addition, secure fob entry, finger print recognition to the rooms and cameras are used to monitor the rooms.

The management team demonstrate a secure knowledge of the learning and development requirements. They are making significant ongoing improvements to analyse the progress children are making across the nursery. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. They meet regularly to discuss the progress children are making, and identify those children who require interventions in their learning. As a result, gaps in learning are closing.

The management team extensively monitor planning and consistency of assessments, using advice from the local authority, on-site teacher and school. They ensure key persons make accurate judgements on children's progress, which has led to all children being well prepared for school. For example, the nursery have recorded data on the children moving into school are well prepared in their social development and communication and language skills. The management team are well informed about the progress of groups of children, and comprehensively identify those children who require further support with additional needs. Consequently, the nursery has established strong partnerships with speech and language therapists and Social Services to ensure that all children make good progress in their learning and development given their starting points. The nursery has links with other agencies, such as the local authority, their two partner Sure Start children's centres and local schools. This enables them to build on the staffs' knowledge and understanding of how to support children and families in the local community. The managers seek the views of parents, staff and children on self-evaluation through parent consultation, staff meetings and children's evaluations of their learning. As a result, changes and improvements have recently been implemented, for example, introducing peer observations and completing their own inspections.

Managers successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals. In addition, the on-site teacher regularly observes practice and provides support to the staff team. As a result, staff identify areas for development to help improve practice. All staff receive supervision which provides a source of support, training and professional

development. In addition, the coordinator for continued professional development tailors training to the requirements of each member of staff. The strong management arrangements ensure the children centre nursery is totally committed to continually driving towards the pursuit of excellence and enhancing the good quality service offered to children and families.

### **The Childcare Register**

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY336949
<b>Local authority</b>	Bradford
<b>Inspection number</b>	924011
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	84
<b>Number of children on roll</b>	170
<b>Name of provider</b>	Surestart BHT
<b>Date of previous inspection</b>	07/02/2012
<b>Telephone number</b>	01274684488

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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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