

Pied Piper Childcare Centre

117-123 Knowl Road, Mirfield, West Yorkshire, WF14 9RJ

Inspection date

09/09/2013

Previous inspection date

14/04/2010

The quality and standards of the early years provision

This inspection:

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

- Practitioners have high expectations for the children in their care and are skilled at providing activities that support each individual child's needs. As a result, children are effectively challenged and make good progress towards the early learning goals.
- Practitioners are friendly and approachable. They have good relationships with parents and regularly exchange information with them to keep them fully informed about their children's care and progress.
- Transitions are managed well, enabling children to confidently look forward to the next stage in their learning. In particular, older children are exceptionally well-prepared for their move to school.
- A warm, caring environment provided by practitioners and a strong key person system helps children form secure attachments and promotes their well-being.

It is not yet outstanding because

- Practitioners sometimes miss opportunities for older children to take part in everyday routines. As a result, children are not always extending their confidence in their own ability.
- Children are not always provided with opportunities to explore the natural world. As a result, there are missed opportunities to investigate the effects of wind.

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 activities in all rooms in the nursery.
- The inspector spoke with a number of parents to gain their views on the quality of provision.
- The inspector spoke with different practitioners during the inspection.
- The inspector looked at a sample of children's assessment records, planning documentation, risk assessment and all relevant documentation.
- The inspector conducted meetings with the manager and providers to discuss recruitment procedures, safeguarding and policies and procedures.

Inspector

Jane Tucker

Full Report

Information about the setting

Pied Piper Childcare Centre was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church in the Mirfield area of West Yorkshire. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play.

The nursery employs 35 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3, five hold appropriate early years qualifications at level 4, one holds an appropriate early years qualification at level 5, and five with an appropriate early years qualification at level 2. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 140 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:

- make use of outdoor areas to give opportunities for investigation of the natural world, for example, by providing streamers, chimes and windmills to investigate the effects of wind
- provide even more opportunities for older children to extend their confidence in their own abilities by taking part in everyday tasks.

Inspection judgements

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

Practitioners have a good knowledge of how children learn through play, and the quality of teaching is good. There is a sound balance of adult-led and child-initiated play based activities that provide effective stimulation and challenge. This ensures that children gain a good range of skills to support their future learning, for example, when they move onto school. Practitioners have high expectations for the children in their care, and are skilled at providing activities that competently support their progress and achievements. Practitioners collate their observations and assessment into individual learning journals, which are closely monitored to successfully identify the next steps in children's learning.

Children's individual interests are confirmed through regular discussions and feedback from parents, and are used to plan appropriately for children's ongoing development. Consequently, any gaps in learning are quickly identified and children are eager and motivated to learn.

Communication and language skills are successfully promoted as babies and toddlers in the nursery join in singing familiar rhymes and action songs. For example, one baby rocks a doll as the practitioner sings 'Miss Polly has a dolly,' to the children. Older children are confident speakers and are keen to talk, and introduce themselves to visitors to the nursery. They take part in circle time activities, where they speak individually, telling their friends what they have done, and where they have been at the weekend. Practitioners' model being good listeners, as they respond to what children say and ask open questions to encourage their language further. Practitioners support children to feel good about their accomplishment as they offer praise, which promotes their self-confidence and self-awareness.

Practitioners encourage children's development in early literacy as children are eager to share books with them. For example, babies and older children enjoy snuggling up together to share a favourite story, establishing children's interest in reading for pleasure and purpose. Children learn about the world as practitioners use books to talk about, people, animals and aspects of their lives. For example, children learn that Eskimo's live in igloos and walruses come from the North Pole. Children use a wide range of different tools for making marks to practise early writing skills. For instance, a child uses wooden blocks in the sand to make the letter 'T', which he gives meaning to as he tells the practitioner its 'T' for 'Toby'. Babies and toddlers have ample space to move around in, and enjoy seeking out stimulating resources to explore. They handle musical instruments, crinkly paper and sand, which is spread on the floor to develop their small muscle skills and large motor movements.

Practitioners are friendly and approachable. They have good relationships with parents who are actively encouraged to be involved in their children's learning. Parents contribute to a 'settling in review' which is used as a baseline assessment to look at children's starting points when they enter the nursery. Parents receive regular information about their children's progress and practitioners share the progress check at age two, which also feeds into children's individual planning. Practitioners show a good commitment to supporting children who speak English as an additional language, working closely with parents to find out about children's cultural backgrounds and home language.

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

Children form secure attachments with their key person and other practitioners. Practitioners and children greet each other warmly on arrival, showing genuine affection as they give each other hugs. Children separate from their parents confidently and settle quickly with sensitive support from their key person. Practitioners caring for babies are attentive to their individual needs and there is an established shared understanding between home and the nursery about ways of responding to babies emotions. Babies and toddlers go to sleep according to their needs, and there is a separate sleep area for babies

which is cosy and quiet to help them remain settled and secure. This promotes their physical and emotional well-being. Caring practitioners sing and talk to babies as they are changing their nappies to help them feel relaxed and content. Clear nappy changing procedures are followed and practitioners ensure that good hygiene practices keep babies safe and healthy. Older children learn to be independent as they manage their own care needs, and practitioners support toddler's growing independence as they allow them to do things for themselves.

Practitioners act as good role models in the nursery. They are polite to each other and work well as a team. As a result, children play cooperatively with their friends and behave well. Practitioners offer frequent praise and encouragement to children, which raises their self-esteem and encourages positive behaviour. Children benefit from a range of healthy snacks and meals, which are prepared daily in the nursery, taking into account any allergies and specific dietary needs. Children are observed to enjoy their lunch together, and learn to use a knife and fork safely. However, there are missed opportunities at snack and lunch time for children to be even more independent, as practitioners put out children's cups, plates and cutlery themselves. This does not make best use of this opportunity to further develop their independence skills.

There is a stimulating, well-resourced and welcoming indoor environment to support children's all-round development. Children learn to take risks and keep themselves safe as they climb on the indoor apparatus. They take daily exercise in the fresh air which supports their health and well-being. However, there is scope to extend the range of resources to enable children investigate the natural world so that they enjoy rich opportunities to investigate the different elements, such as the effects of wind. Children are well prepared for their transition within the setting because practitioners accompany them on visits to their new rooms. Children's learning journey records are shared with their new key person to ensure there is a continuity of care and learning. Parents of older children who are moving on to school are invited into the nursery to discuss their child's progress and development. Practitioners effectively prepare children for school, as they create displays of the different schools in the area. Children's photographs are placed on the display to show the school they will attend, and children contribute by writing about what they are looking forward to. This helps to develop confidence as they move on in their learning.

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

Effective safeguarding policies and procedures are in place which includes the procedure to be followed in the event of an allegation being made against a member of staff. The policy and procedure also includes guidance and ways to inform the Local Safeguarding Children's Board and Ofsted which the provider and practitioners fully understand. The manager has a good understanding of her role and responsibilities as the designated lead officer for safeguarding, and her accountability for liaison with local statutory agencies. In addition, all practitioners have a good understanding of safeguarding and welfare requirements and are aware of their responsibilities in this respect. Written procedures for dealing with complaints are robust and records of all complaints are recorded. The

manager follows company procedure to investigate written complaints and notifies the complainants of the outcome of the investigation within 28 days of having received the complaint.

Robust recruitment procedures are in place and the manager ensures that people looking after children are suitable to fulfil the requirements of their role. All practitioners are vetted by the Disclosure and Barring Service, and the manager and providers have attended a 'safer recruitment' course to help guarantee children's safety. Policies and procedures include the use of mobile phones and cameras in the nursery, to protect children from their misuse. The manager has a good understanding of her responsibility to notify Ofsted of any significant events that take place as soon as is reasonably practicable, but always within 14 days.

Risk assessments are conducted on areas used by children and reasonable steps are taken to minimise risks. The majority of staff hold current paediatric first aid certificates to enable them to give appropriate treatment in the event of a medical emergency. Sound induction procedures ensure practitioners understand how the setting operates and practitioners sign to confirm they have read and understand important policies and procedures. This ensures children are cared for by a suitable team of practitioners who are well aware of their roles and responsibilities. Annual appraisals are carried out in conjunction with six monthly supervisions, to ensure that any objectives set at the appraisal meeting can be monitored. Self-evaluation is thorough and takes into account the views of parents. This ensures that the nursery continues to improve and move forward for the benefit of the children attending.

Practitioners have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Procedures are in place to monitor planning and assessment to ensure every child achieves their full potential in all areas. The partnership with other providers, especially schools, are a key strength of the setting. Practitioners work well to ensure children have confident transitions. For example, they go with the children to attend a 'teddy bears picnic' at the local school. This effectively promotes continuity of care and learning and helps ensure a positive experience. Parents give glowing reports of the nursery and have extremely positive views of their children's development and progress.

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

Unique reference number	EY216457
Local authority	Kirklees
Inspection number	934662
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	158
Number of children on roll	140
Name of provider	Pied Piper Child Care Centre Limited
Date of previous inspection	14/04/2010
Telephone number	01924 498308

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

