

# Pied Piper Childcare Centre

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

## Inspection date

28/01/2014

Previous inspection date

09/09/2013

## 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

- Staff provide an imaginative range of activities based on children's interests and suggestions. This results in children being interested and highly motivated in their learning and they make good progress.
- There are robust policies and procedures in place with staff being fully aware of their roles and responsibilities helping children to keep safe.
- All effective key person system allows continuity of care for the children and allows staff to build up a full knowledge and understanding of each child and their individual needs.
- The manager and staff work well with other professionals to ensure that early intervention strategies support all children's progression.

### It is not yet outstanding because

- There is scope to enhance the good relationships with other early years provisions that children attend by developing a two-way sharing of information that supports a consistent approach to the child's learning and development.
- The provision of resources and activities for children to explore the natural world, such as observing plants and natural objects are not maximised. This means that children have fewer opportunities to explore the natural world.

## **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 undertook a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed children during activities throughout the nursery.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the nursery policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding staffs' suitability and qualifications of staff working with children.

## **Inspector**

Susan Wilcockson

## Full report

### Information about the setting

Pied Piper Childcare Centre was registered in 2001 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 41 members of childcare staff, an administrator and a nursery cook. Of these, 32 hold appropriate early years qualifications at level 3 or above and the manager holds an appropriate early years qualification at level 5.

The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 101 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 children who speak English as an additional language as well as children with special educational needs and/or disabilities.

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

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

- maximise the outdoor environment and extend opportunities for children to have greater opportunities to explore the natural world
- enhance the partnership working with other providers, so that there is a shared approach to supporting children's progress.

## Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through knowledgeable staff who have a sound understanding of how to promote children's learning and development through the prime and specific areas of learning. Children are interested and motivated in this excellent environment that supports their learning and development very well. From the start, parents share information about their child through detailed discussions with the key person and written information about their child's home routines, likes and dislikes. This information forms a comprehensive picture of the child's starting point for learning and development. All children make good progress in their learning as key persons' plan individual next steps of development, focussed around children's interests. These are supported by detailed observations that

are tracked against each child's age and stage of development within the Early Years Foundation Stage.

The breadth and depth of the educational programmes ensure children make good progress through interesting and challenging activities and experiences. Throughout the nursery, children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Children initiate their own play as well as actively taking part in small group activities with an adult. Staff encourage children to be creative thinkers. For example, a group of children work together with a member of staff to build a boat and towers using the large construction blocks, carefully considering how best to balance the blocks as the tower gets higher. Mathematical language becomes a part of children's learning as staff understand how to incorporate this into activities that stem from children's interests. For example, toddlers interested in vehicles learn about size through comparing tyre tracks from vehicles rolled across play dough. They count with the staff the wheel prints made in the dough, supporting their knowledge of number. Older children enjoy focussed activities with staff that support their knowledge of phonetic awareness and subsequently support their readiness for school and their next stage of learning. Children are creative and imaginative. They create and paint large model tractors from boxes that they later use in role play. A member of staff engages the children in a 'magic story' they create and tell themselves from known rhymes combined with superheroes. Children have access to a range of mark-making equipment that supports their emergent writing. For example, children take part in an activity that encourages their attempts at Chinese writing supporting their understanding of culture and the Chinese New Year. The well-planned environment enables children to take part in gross motor activities. Young babies are encouraged with their early movements as they explore a range of soft blocks and shapes. Toddlers and pre-school children enjoy climbing and sliding apparatus situated in their rooms as well as activities and resources, such as bikes and balls, in the outdoor environment. A young baby explores the feel of sand with their feet, copying the actions of the member of staff as she sprinkles sand over their toes. Children develop their knowledge of the living world and caring for nature through feeding and looking after the nursery fish. Children throughout the nursery take part in walks and trips to the park, extending their knowledge of their community.

Parents are kept well informed about their child's progress through daily verbal or written information that promotes a continuity of learning and care. They are encouraged by key persons to share information about their child's learning at home through home observations and 'proud moments'. In addition, children take home 'Charlie the Bear' to share experiences and activities they have participated in with their family. The nursery plans open days at weekends to enable all parents to share the development and progress of their child with their key person. There is very good support for children with special educational needs and/or disabilities with targets specifically tailored to support individual needs, enabling children to make good progress considering their starting points. Children are supported well for their next stage of learning through focussed activities that promote their development, such as phonic awareness and their independent and self-care skills. The nursery has good links with the schools children will later attend. Teachers visit the nursery and comprehensive records of children's learning and development are shared to promote the continuity of learning.

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

Children clearly enjoy being at the nursery. Parents' comment that their children 'bound in' on arrival. They show confidence in the staff, who demonstrate a very friendly approach helping everyone to feel valued and included. The nursery has in place a well-established key person system that supports children's well-being and independence. A buddy key person is in place to ensure consistency of care for all children. Key persons know their children very well and there is a supportive settling-in procedure and detailed information gained from parents enable the provision to be tailored to support children's individual well-being. For example, where children may speak English as an additional language, the discussions held with the parents from the start ensure that translations of key words are understood to support the child. The designated special educational needs co-ordinators work with the key persons to provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists to provide activities to meet children's varying needs. Children are well prepared for school as there are good links with the local schools and teachers who come into meet the children.

The environment is stimulating, well resourced and welcoming. Consideration is given carefully by staff to ensure that children's social and emotional development needs are met thoroughly. This approach supports children to become confident and independent learners through a range of activities, which they can select from in their play areas. Children can rest in quieter spaces or engage in more physically active play. Outside, the environment supports children's physical play and staff develop activities that meet the areas of learning following children's interests from the indoor environment. However, the provision of resources and activities for children to explore the natural world, such as observing plants and natural objects are not maximised. This means that children have fewer opportunities to explore the natural world.

Staff are good role models to children and support a positive environment through a consistent approach. Parents' comment on the guidance staff give to them to support their children to understand about acceptable behaviour. Children take part in group activities that enable them to take turns and share. For example, children play a lotto game, taking turns and working together to identify the matching picture. Children learn about keeping safe in the environment through staff who give clear explanations to them about risks, for example, through using scissors independently. Care practices are good and support children to understand about their own self-care and well-being. Children learn to be independent through toileting procedures and personal care. They wash their hands before meals and babies are supported with hygienic wipes they can use themselves. Mealtimes encourage children to gain skills in feeding themselves. Young babies have spoons to encourage their developing feeding skills and older children pour their own drinks and serve themselves vegetables from bowls on the table. Staff provide effective support at lunchtime, so that children are relaxed and confident. Children dress independently putting on shoes and coats when preparing to go outside, which promotes their confidence and self-esteem. All children and staff practise regular fire drills to ensure

everyone knows how to evacuate the building and remain safe in the event of an emergency.

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

The inspection was brought forward following an investigation by Ofsted regarding a concern regarding staff to child ratio, in particular the requirement relating to children must usually be within sight and hearing of staff and always within sight or hearing. The investigation found that an error of judgement was made, which meant that for a short period of time, supervision was not robust and exposed children to a risk of harm. When this was brought to the attention of the provider, immediate action was taken to meet the requirements of the Early Years Foundation Stage, by reiterating to all staff that only staff on duty can move children around the centre. The manager has reviewed all policies and procedures with staff being fully aware of their roles and responsibilities helping children to keep safe. Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. Children's safety is a priority for all working in the nursery and the setting has a strong security system in place to prevent unknown persons arriving to collect children. Visitors are required to sign in and identification is checked before admittance is permitted. Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that toys and equipment remain fit for use. Staff have first aid training ensuring that children are kept safe. Accident and medication forms are completed appropriately with accidents monitored to identify any pattern of concern.

The nursery ensures that all staff have a Disclosure and Barring Service check. Robust recruitment processes are in place and the manager oversees the induction process for new staff. Students are allocated a mentor to support them during their placement. Annual performance appraisals ensure that training needs are identified and supervisions are held regularly. The manager works closely with the local authority to provide a programme of training, which supports staff in their continual professional development. The nursery manager maintains a good overview of the educational programmes through an effective tracking and monitoring system. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system effectively highlights children who may be a risk of delay or groups of children who may need further support in a specific area enabling relevant interventions to be implemented. The manager seeks the views of staff, parents and children regarding the quality of the provision, which informs the self-evaluation of the nursery. Regular management and staff meetings provide an opportunity for everyone to contribute ideas and thoughts to decision making.

Effective partnerships with parents, external agencies and other providers are well established and make a good contribution to meeting children's needs. Parents speak about the flexible approach offered by the nursery supporting their children's needs and

how they feel their children are kept safe at the nursery. Where children may require additional support, appropriate interventions are sought, so that children receive the support they need. There are good links with the local Sure Start centre and the nursery promotes the services they offer, which are available for parents. There are good partnerships with schools and other early years provisions that children may attend, with care needs discussed daily. However, there is scope to enhance these good relationships by developing a two-way sharing of information that supports a more consistent approach to each child's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY216457
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	949357
<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>	158
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Pied Piper Child Care Centre Limited
<b>Date of previous inspection</b>	09/09/2013
<b>Telephone number</b>	01924 498308

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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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