

Pied Piper Playscheme

Noristhorpe United Reform Church, Noristhorpe, West Yorkshire, WF15 7PG

Inspection date

17/11/2014

Previous inspection date

14/09/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a wide range of activities and resources that enable children to follow their interests and make choices. Therefore, children engage in play.
- Children are happy and settled in the playscheme because staff form warm close relationships with the children.
- Staff have a secure knowledge and understanding of child protection and there are robust safeguarding procedures in place to protect children from abuse or neglect.

It is not yet good because

- The manager does not always ensure that there is always one person who has a current paediatric first aid certificate who accompanies children on outings. This compromises children's well-being.
- Partnerships with parents are not secure enough. Staff do not ensure that parents are aware of the details of their child's key person, which means that relationships to ensure children's welfare are not fully effective.
- Staff's quality of teaching is variable. Some staff do not consistently engage children in conversations during the activities, to motivate children and develop their experiences. In addition, staff do not always make best use of the outdoor play area to enable children to exercise in the fresh air, to benefit their health.

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 the play areas.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Helene Terry

Full report

Information about the setting

Pied Piper Playscheme was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned and managed by Pied Piper Child Care Centre Limited. The playscheme operates from rooms in Norristhorpe United Reform Chapel in Liversidge, West Yorkshire. There is an enclosed area available for outdoor play. The playscheme employs five members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The playscheme is open Monday to Friday, term time only, from 7.30am until 9am and from 3pm until 6pm. Children attend for a variety of sessions from four schools in the area. There are currently 77 children attending, of whom four are in the early years age group. The club supports children with special educational needs and/or disabilities. The playscheme is a member of 4Children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that at least one person who has a current paediatric first aid certificate, accompanies children on outings at all times
- ensure that parents are fully informed of their child's key person and explain this role when a child starts attending the setting.

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

- promote children's health and well-being further, for example, by ensuring that children have regular opportunities to play outdoors
- improve the quality of staff's interactions with the children, for example, by ensuring that staff engage children in conversations during the activities, to motivate children and develop their experiences.

Inspection judgements

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

Children enjoy themselves at the playscheme. They take part in a wide range of activities that reflect their interests. Children contribute towards the playscheme's planning by sharing their ideas and suggestions, and some activities follow on from their activities in school. Staff's interaction and teaching with the children is variable. Some staff sit with the

children and support them to acquire new skills. However, others tend to only supervise children to keep them safe. Consequently, not all staff maximise children's ability to develop and learn skills and to be ready for the next stages in their learning.

Staff generally obtain some information from parents about children's interests, and their likes and dislikes when they first start at the playscheme. This also includes those children with special educational needs and/or disabilities, or those who speak English as an additional language. Staff also have general discussions with parents about their children's day as they collect their children from the playscheme. This promotes some continuity in children's care and helps children's learning at home.

Staff provide opportunities for children to take part in physical activities such as ball games, so that they develop skills in cooperating with one another, sharing and taking turns. Children are encouraged to express their thoughts and ideas through art and craft activities. For example, they use recycled materials and paint to create models and pictures. Children learn how to use information and communication technology equipment as they complete simple programs on computers. Staff provide lots of opportunities for children to develop literacy skills as the book area provides a cosy corner for children to sit and relax with their favourite books. Staff sit with the children to support their reading skills. Overall, children are generally learning the necessary skills needed to be ready for school and the next stage in their learning.

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

Overall, children's well-being is appropriately supported. The staff have sufficient knowledge and understanding about how to manage accidents should they occur. However, the manager does not always ensure that at least one person who has a current paediatric first aid certificate, accompanies children on outings at all times. This is a breach of legal requirements and compromises children's well-being. Staff provide a warm, friendly and welcoming environment. Children are happy and settled because they have trusting relationships with their peers and staff. They are comfortable and confident within their surroundings, as demonstrated by the way they move around freely. Staff are caring and responsive towards children as they offer support and reassurance when required.

There is a basic key-person system in place where a member of staff is allocated to a specific school that they collect children from. However, the system is not explained to parents effectively enough so that parents know who to approach to share information with about their child. Consequently, the system of sharing information and caring for children is not fully established or effective. To help children settle within the playscheme, and to support them emotionally, staff use settling in procedures that are tailored to meet the individual needs of each child. Children who speak English as an additional language are supported suitably. Words from home are obtained to support the child and to ensure that their home language is valued. This boosts children's self-esteem and confidence. Staff use a communication book with parents of children who have special educational needs and/or disabilities. This ensures that information is exchanged so that children's needs are met successfully.

The playrooms are well set out with a wide range of resources, in clearly labelled boxes, to enable children to decide what they want to play with. This promotes choice and independence. In addition, children's artwork is displayed on the walls, which boosts their self-esteem. The playscheme is currently devising an award board where children can display information about their achievements, which again promotes their confidence and self-esteem. Children are encouraged to be independent and manage their own personal needs throughout their activities and daily routines. For example, at snack time children make choices about the toppings they would like on their toast. In addition, they select their own fruit and pour their own drinks. This promotes children's confidence and enables them to develop appropriate self-care skills. Clear hygiene practices support children's understanding of their own health and well-being. Children are provided with a variety of nutritious and balanced snacks, which keep them well-nourished.

Children have access to an outdoor play area. However, staff do not always provide children with daily opportunities for outdoor play to ensure that they can be physically active in the fresh air. Nevertheless, children do have some opportunity to be physical and play ball games indoors to develop the large muscle movements. Staff manage children's behaviour well as they use a calm and consistent manner. They reinforce appropriate behaviour and provide clear guidance to ensure children understand that their actions have consequences. As a result, children behave well as they understand the boundaries and expectations within the playscheme. Staff talk about the importance of safety throughout children's play and daily routines to ensure they develop an understanding of how to keep themselves and others safe. For example, they take part in the regular fire evacuation drills, and they learn how to cross roads when the local lollipop lady comes in to talk with the children about road safety.

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

The management and staff have a generally sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There are good procedures in place to ensure that children are protected from abuse. They follow clear safeguarding procedures, and know what to do if they have concerns about the children's welfare. Staff also implement a clear procedure for the safe use of mobile phones and cameras in the playscheme. The management team use strong recruitment and vetting procedures to ensure that all adults are suitable to work with children. This further protects children from harm. Children are cared for in a safe and secure environment. Risk assessments are regularly completed to ensure hazards are minimised. However, the deployment of staff is not always effective because not all staff that collect children from the local schools hold up-to-date paediatric first-aid certificates, which means that children are not always accompanied on outings by a member of staff who has a current first-aid certificate. This is a breach of requirements. However, staff retain a suitable understanding about how to deal with an accident or an emergency should it occur because they have undergone previous training.

Arrangements for staff performance management are in place, and all staff have access to training to develop their early years practice. Training needs are identified as part of staff's

regular supervision. Staff generally access training in-house or through the local authority. Staff recognise the value of training, and use it to improve the quality of care and learning experiences offered to children. Self-evaluation processes are adequate and staff and management show that they aspire to improve. The recommendation raised at the previous inspection has generally been addressed to improve partnership working. The planning of the activities is monitored adequately by the manager to ensure children's individual needs and interests are met. Parents' and children's views about the playscheme are obtained through questionnaires, discussions and observations. Children's views influence snack times and the activities that are made available.

Staff have appropriate partnerships with parents as they have suitable arrangements in place to share relevant information about the children. However, parents are not fully informed about the key-person system to maximise the way information is shared. Parents are complimentary about the playscheme and the care provided. They feel that the service is flexible to meet their needs. Staff have suitable links with the local authority, and local primary schools to support children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	311478
Local authority	Kirklees
Inspection number	868026
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	77
Name of provider	Pied Piper Child Care Centre Limited
Date of previous inspection	14/09/2011
Telephone number	01924 412647

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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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