

Inspection date	12 May 2016
Previous inspection date	12 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The new manager and her team are committed and passionate about their roles and responsibilities. They all strive for continuous improvement and actively seek the views of others to support their self-evaluation process.
- Staff are highly responsive to the individual interests of children. Key persons develop strong bonds with families and children to provide a caring and nurturing environment.
- Children develop their physical skills, as staff encourage them to explore, investigate and be active in the outdoor play area. Children enjoy climbing over the wooden bridge, digging in the garden and using a selection of ride-on toys.
- Partnerships with parents and other professionals are well established. This means that information sharing is of good quality and this has a positive impact on the well-being of the children.
- Children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. These shared celebrations help all children feel valued.
- Staff support children to follow good hygiene practices. Staff provide healthy snacks and discuss the benefits of a healthy diet.

It is not yet outstanding because:

- Some staff do not consistently use the effective methods for observing and assessing children to plan targeted and challenging activities to elevate children's progress to an outstanding level.
- Sometimes, staff distract children who are having difficulty sharing rather than helping them to develop the skills they need to be considerate to others in their play.
- Information shared with parents about children's development and goals is not always precise and sharply focused.

What the setting needs to do to improve further

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

- strengthen the observation, assessment and planning processes; ensure that all staff use these consistently to sharply focus on raising all children's attainment to the highest level
- support children to understand and manage their own behaviour by helping them to develop the skills to consistently share and take turns
- enhance the quality of support and advice offered to parents, set and communicate clear and precise development goals for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as the self-evaluation record and evidence of the suitability of staff working in the setting.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The new manager and her team have a secure understanding of their responsibilities and are dedicated to their roles. Their evaluations of activities, observations of practice and supervision meetings identify what works well and what has had a positive impact on the quality of teaching. The arrangements for safeguarding are effective. All staff are aware of their role in protecting the children in their care and the procedures to take if they have any concerns about a child or a colleague. The staff work closely with other professionals and settings that children attend. For example, they work with teachers to help prepare children for the move to school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan the environment with a good range of activities across all areas of learning. Experienced, knowledgeable staff skilfully support children. They emphasise the development of personal, social and emotional skills and encourage children to gain useful independent skills for their eventual move to school. Staff demonstrate how to use resources and children enthusiastically copy these actions. For example, children are thoroughly absorbed in filling and pouring soil and using the tap outdoors. As a result, staff motivate and challenge children to independently complete tasks. Children shout proudly, 'I done it!' after filling the water jug and squirting water. Staff sit with children and read books and when appropriate they teach children letter sounds to develop their early reading and literacy skills. Staff further extend these activities by providing a range of writing resources. For example, children confidently make marks with paint and chalks outdoors, to support their early writing skills.

Personal development, behaviour and welfare are good

Staff have high expectations of all children and meet their individual needs with care and attention. Children of all ages actively seek out resources with independence. They are confident to explore their environment as they demonstrate their feelings of being safe and secure. Staff work closely with parents to help children settle when they start at the setting. Care routines are agreed with parents and staff in the setting follow each child's individual routine to support their emotional well-being. Staff recognise the uniqueness of each child and value their contributions. Staff provide an effective role model for children. Positive behaviour is promoted calmly and consistently and children's personal, social and emotional development are enhanced through meaningful praise and encouragement.

Outcomes for children are good

All children are making good progress across all areas of their learning and development. They acquire good social skills and children of different ages confidently interact and play alongside each other. Children are gaining the skills they need to be ready for school or the next stage of their learning. Staff are helping children to become successful learners. Children are happy, settled individuals who are motivated to learn in this welcoming setting.

Setting details

Unique reference number	EY276649
Local authority	Bradford
Inspection number	1042364
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	24
Number of children on roll	36
Name of provider	Surestart BHT
Date of previous inspection	12 March 2012
Telephone number	01274 323614

Pingu's was registered in 2004. The setting provides places for funded two-year-old children only. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one with early years professional status. The setting is open from 8.45am to 11.45am and 12.30pm to 3.30pm, during term time only.

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