

Pied Piper Pre School

St James' Church Hall, Kirkgate, Silsden, Keighley, West Yorkshire BD20 9JS



Inspection date	30 October 2018
Previous inspection date	6 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff fulfil their roles and responsibilities well because the committee and manager support them effectively. As part of this, staff have a secure knowledge of child protection issues through up-to-date training.
- Children enter happily and are familiar with the daily routine. They find their name to self-register and hang up their coat. Staff help children to have a sense of belonging. For example, children have their own labelled peg.
- Staff set up a good variety of activities in a safe, stimulating and accessible environment. Children are keen to explore, and become independent learners.
- Staff work well together to observe, assess and plan for children's next steps in learning, in consultation with parents and others. Consequently, children make good progress and develop skills for future learning.
- Staff are good role models and praise and encourage children. Children behave well and build friendships as they play collaboratively during activities.
- Staff promote children's emotional well-being. For example, they work in close consultation with parents to ensure good settling-in arrangements. As part of this, there is a good exchange of information to meet children's individual needs.

It is not yet outstanding because:

- Staff do not always recognise when the youngest children may require greater levels of support to develop independence skills during daily care routines.
- Occasionally, staff do not consider how two-year-old children can be fully involved when taking part in group activities.

What the setting needs to do to improve further

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

- provide the youngest children with greater levels of support to help them to develop independence skills during daily care routines
- take more account of two-year-old children during group-time activities to ensure that all children are fully involved.

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 with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the qualifications and suitability of staff working in the pre-school, and sampled children's records of learning.
- The inspector spoke to parents during the inspection and viewed parents' questionnaires.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand reporting procedures should they have a child protection concern. They identify and remove hazards and keep the premises secure. The committee is actively involved in the pre-school. It ensures that the staff team is well qualified and staff's qualifications have a positive impact overall on the quality of teaching and learning. Staff have good opportunities to attend further training, for example, to help them to improve children's speech and language. The manager provides strong leadership as she works alongside staff. She monitors their practice and discusses this in regular supervision meetings. She works closely with staff to monitor the progress children are making and reduce any differences in their learning. Self-evaluation is good. Everyone is involved in contributing their ideas for improvement, including parents who complete questionnaires.

Quality of teaching, learning and assessment is good

Staff carry out a 'starting points for learning' consultation with new parents to find out about children's development on entry. This helps them to plan immediately for children's individual needs and interests. Staff complete and share their progress summaries with parents. They use a variety of ways to engage parents in children's learning. For example, parents write down their children's achievements from home on a 'proud cloud' which staff display. Children take turns to take home the pre-school toy crocodile. Parents are asked to record its adventures in the accompanying diary so that children can share these during registration time. Children develop confidence in their social and communication skills.

Personal development, behaviour and welfare are good

Children develop secure attachments with staff through good settling-in procedures. As children move between settings, there is effective communication, which ensures a seamless transition to support children's continued sense of security. Children enjoy good-quality interaction as staff help them to build sandcastles or create a firework picture, for example. Older children develop good independence skills. For example, they pour their own drink, chop up fruit and put on their coat to play outside. Children wash their hands before they eat or bake. This is one way staff help children to learn about practices that contribute to being healthy. Staff remind children to use the slide safely and help children to understand how they can keep themselves safe in other ways. For example, they invite the fire service to the pre-school. Children celebrate difference in many ways. For example, they learn about their own and others' cultures and beliefs.

Outcomes for children are good

Children are well prepared for going to school and have a positive approach to learning. Staff support children's literacy and mathematics skills. For example, as young children bake biscuits, they refer to helpful visual aids, such as laminated recipe cards, and count the spoonfuls of ingredients. Older children use drawing and writing tools with good control. Children are creative and use their thinking skills to test out their ideas. For example, children observe balls whizzing down the sloping plastic guttering and investigate what happens when they mix flour and water together.

Setting details

Unique reference number	302001
Local authority	Bradford
Inspection number	10059494
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Pied Piper Pre School Committee
Registered person unique reference number	RP523363
Date of previous inspection	6 May 2014
Telephone number	07971723375

Pied Piper Pre School registered in 1987 and is located in Silsden, West Yorkshire. The pre-school employs eight members of childcare staff, seven of whom hold appropriate qualifications. Of these, one holds qualified teacher status, one holds a qualification at level 6, four are qualified at level 3, and one holds a qualification at level 2. The pre-school opens term time only. Sessions are from 9.15am until 3.15pm on Mondays, Wednesdays and Fridays and from 9.15am until 12.15pm on Tuesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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