

Pied Piper Pre-School

Portacabin, Earls Barton Junior School, Broad Street, Earls Barton,
NORTHAMPTON NN6 0ND



Inspection date	1 April 2019
Previous inspection date	21 October 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Despite being on the committee for a significant length of time and in senior roles, committee members have not been confirmed as suitable by Ofsted. This places children at risk of harm.
- The committee members do not have a secure understanding of the requirements of the early years foundation stage. They have not identified where the responsibility lies to ensure that Ofsted is informed of all changes to the management of the pre-school.
- The manager has not fully addressed all the recommendations that were raised at the last inspection. She has not improved the arrangements for the professional development of staff enough to fully address some of the inconsistencies in their practice.
- Staff do not always plan ambitiously enough to help raise children's literacy skills to the highest levels.

It has the following strengths

- The special educational needs coordinator and staff are skilled at supporting children with special educational needs and/or disabilities (SEND). They use targeted support and their links with other professionals to meet children's individual needs well. For example, they make use of pictures to help children understand what is expected of them.
- The manager monitors children's progress regularly. This helps ensure that all children make good progress in their learning and development relative to their starting points.
- Staff promote children's emotional and social development very well. They encourage children to use words to express their emotions. Staff help children to cope with difficult events in their home lives sensitively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee	09/05/2019
gain a secure understanding of the requirements of the early years foundation stage, particularly in respect of changes that must be notified to Ofsted	09/05/2019
improve monitoring and staff supervision arrangements to further promote highly focused professional development.	09/05/2019

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

- provide more experiences to help children recognise letters and the sounds that are linked to letters, to further extend their literacy skills.

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 during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the special educational needs coordinator. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Vicky Weir

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Members of the management committee are not clear about their responsibilities to notify Ofsted of all the changes to the committee. They have failed to provide Ofsted with the required information to confirm their suitability in a timely manner. This means that those committee members who have safeguarding roles in the setting have not been confirmed as being suitable for their role. That said, the manager ensures that all staff working directly with children complete suitability checks. The staff know how to refer any child protection concerns to the appropriate authorities. The designated safeguarding officer works well with other professionals involved in supporting children's welfare. The manager has not taken sufficient actions to fully address the recommendations that were identified at the last inspection. Monitoring and development of staff teaching skills still require strengthening to help raise teaching to the highest levels. That said, since the last inspection the manager has introduced yearly appraisals and training plans for staff. This helps to ensure staff are suitably qualified to provide first aid. The special educational needs coordinator has completed training to help her carry out her role successfully. The manager involves staff in her reflections on the quality of the provision. This helps them make effective improvements. For example, staff have strengthened information sharing with parents. Each day, before children arrive, the manager and staff discuss the activities for the day and the intended learning. This helps staff to support children's outcomes well overall. Most staff hold early years qualifications. This is reflected in the overall good quality of teaching.

Quality of teaching, learning and assessment is good

Staff assess children's abilities accurately to help identify the next steps in their learning. They are lively and engaging in their interactions with children. Children respond with enthusiasm to their suggestions. Staff help children to express their imaginations well. They encourage children to dance, paint and engage in pretend play. Staff develop children's communication skills competently. They plan specific activities that help to promote children's conversational skills. For example, staff use photographs of celebrations to encourage children to talk about their special events at home. They encourage children to talk as they play. For example, in response to questions, children plan their artwork and comment positively on the pictures they have created. Staff support children's mathematical skills well. They encourage children to clap their hands and count their claps each day to represent the day's date. Staff help children work out the correct shape that is needed to complete a puzzle. They help two-year-old children to gain key skills. Staff focus their support on helping younger children to build relationships and to talk in sentences. They involve parents in their children's learning and development well. Staff provide parents with regular summaries of children's progress. Parents are extremely complimentary about the provision.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean children's welfare and safety are compromised. This is because the suitability of those who have leadership responsibilities is not assured. However, all staff supervise children well. They create a warm and friendly environment. Staff help children settle quickly and make friends. They

teach children to share and take turns. Staff consistently remind children about how to stay safe. For example, they remind children where they may ride on their scooters to help prevent collisions with other children. Staff help children develop good hygiene practices. Staff work closely with parents to help their children learn to use the toilet.

Outcomes for children are good

Staff ensure children gain the skills that prepare them well for school. Children who speak English as an additional language learn English successfully as a result of targeted support. Children make expected progress in their literacy skills. Some children make better than expected progress in mathematics. The most able children can read numbers and match quantities accurately. Children learn to become confident communicators. Children with SEND make sustained progress. All children make very good progress in their personal, social and emotional development, despite their often lower starting points. Children are happy, secure and confident learners.

Setting details

Unique reference number	220204
Local authority	Northamptonshire
Inspection number	10065137
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	33
Name of registered person	Pied Piper Pre-School Committee
Registered person unique reference number	RP907237
Date of previous inspection	21 October 2015
Telephone number	01604 810010

Pied Piper Pre-School registered in 1999 and is managed by a committee. The pre-school employs seven members of childcare staff, four of whom hold appropriate early years qualifications at levels 2 and 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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