

Inspection of Pippins Childcare and Education

Holme Wood Childrens Centre, Haslemere Close, Bradford, West Yorkshire BD4 9EB

Inspection date: 25 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive and are enthusiastic and eager to learn at this warm and inviting setting. Staff provide children with a range of interesting resources. Children show their imagination. They use tea sets to serve each other and make ramps out of wood to roll cars down. They are curious as they add water to flour to see what will happen. They describe what the mixture feels like and use words, such as 'sticky' and 'messy'.

Children are kind and caring towards each other. For instance, they reassure each other and share toys and resources. Staff have considered the impact of the COVID-19 pandemic on children. Staff have ensured a focus on supporting children to build relationships. This helps children to develop their social skills and play with others.

Children learn how to keep themselves safe while taking risks. For example, they climb over logs and crates in the forest area. Children walk across beams above the ground. They steady themselves before they jump off. They are developing strength, balance and coordination skills. Staff help children to become confident by being there when children need them. Babies and young children are confident as they walk up steps and climb over obstacles.

What does the early years setting do well and what does it need to do better?

- Staff support children to become independent. For example, staff praise children as they clear away their own plates after lunch. This is teaching them important skills around routines and being helpful. Children are developing a sense of responsibility.
- Children's behaviour is good. They follow instructions with ease and understand how other children might be feeling. Staff support this by praising children when they show kindness towards another child. Children are learning to become part of a community.
- Staff are sensitive to children's needs. They are caring and comfort children who feel upset. They recognise when children become tired, hungry or frustrated. During care routines, staff talk to children about what they are doing and why. This is helping children to build close bonds with staff and each other.
- Staff engage with children at the child's level. They ask questions about what children are doing and give them time to answer. For example, children learn how to care for animals as they create a home for a hamster. They think about what they need and contribute their own ideas. Staff make statements, such as 'I wonder what we need next'. This is supporting children to think of their own ideas and become critical thinkers.
- Occasionally, during child-led play, staff do not comment on what children are

doing. For example, when children are pouring sand from one container to another, staff do not describe what children are doing. This sometimes limits opportunities to introduce new vocabulary and extend children's language.

- Managers have a clear vision for the setting. They know what they expect of staff and what they want staff to teach children. Supervision processes are in place that support staff's ongoing development. However, these are not yet focused enough to support staff to teach children specific skills and knowledge.
- Parents describe how staff identify when children need extra support. They talk about how staff have helped their child to settle at the nursery. They say that staff are caring and know their child well. Children with special educational needs and/or disabilities are particularly well supported.
- Most parents know who their child's key person is. Some parents describe how staff talk to them about how they can support their child at home. However, this is not consistent across the setting. Some parents do not always have the information they need to continue learning at home.
- Managers consider how sources of funding can be best used to support children. For example, more training is being provided for staff. This is to help staff develop skills to identify and support children's language and communication needs.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff have a good knowledge and understanding of how to keep children safe. Safeguarding training is part of the induction process for all new staff members. Existing staff are also expected to keep training up to date. Managers recognise and act promptly if staff make them aware of any concerns about children. The setting is safe and secure. Children are encouraged to assess risk for themselves with the support of skilled staff.

What does the setting need to do to improve?

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

- develop the key-person system to create a consistent two-way flow of information to parents
- develop further the supervision processes to ensure there is a focus on what staff are expected to teach children.

Setting details

Unique reference number	EY336949
Local authority	Bradford
Inspection number	10220693
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	66
Name of registered person	BHT Early Learning Education and Training
Registered person unique reference number	RP901059
Telephone number	01274684455
Date of previous inspection	13 March 2017

Information about this early years setting

Pippins Childcare and Education registered in 2006. The centre employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status and the deputy manager has early years teacher status. The setting opens from Monday to Friday, all year round, apart from a week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Hill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Discussions were held with parents, the manager and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates, policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

We carried out this inspection 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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