

# Inspection of Pipers Day Nursery

11 Southport Road, CHORLEY, Lancashire PR7 1LB

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Inspection date: 15 November 2022

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

### The provision is good

Children are happy, safe and settled at this friendly setting. Parents have the opportunity to arrange settling-in sessions for their children before starting nursery. Children have a key person who supports them as they adapt to nursery life. As a result, children settle and build attachments with staff. Staff continue the settling-in process throughout a child's time at the setting. Children moving between rooms are able to spend time settling in to the next room before moving permanently when the times comes. This ensures that children feel confident to embark on the next stage of their learning.

Children have ample opportunities to play outside. Staff promote children's physical skills in a variety of ways. For example, babies enjoy using tools to scoop soil and fill containers. Staff support them planting seeds too. Older children love using the slide and splashing in puddles. They use ladles to scoop water and pour it into containers. They also love making bird feeders and searching for worms. Children's passion for learning shines through.

Children throughout the setting understand what is expected of them and they behave very well. Babies benefit from a familiar routine being followed in the setting, adopted from home. Older children are familiar with their routines of what they should be doing and what they will be doing next. For example, they know they need to wash their hands before lunch. Therefore, children learn the importance of hygiene practices.

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

- Leaders and managers have devised and implemented a curriculum that takes children's interests into account. In addition to this, each age group have their own curriculum goals to support the children within their rooms. Staff consider children's needs and interests and provide learning opportunities spontaneously throughout children's play. However, some staff do not adapt their teaching in the moment, in order to consistently build on what children know and can do.
- Parents are being welcomed back into the nursery following the COVID-19 pandemic when parents were not permitted to enter the building. Parents give the staff 'thank you' cards to express their appreciation for the care and education their children received during their time at the nursery. They feel the care their children receive is excellent. Staff provide information both verbally and electronically about children's day at the nursery. They also send home photographs and observations to keep parents up to date about their child's development.
- The manager provides inductions for all new staff. Once completed, these lead into regular supervision meetings. Supervisions provide staff with the

opportunity to discuss their roles and agree any training to build on their professional development. Safeguarding is discussed and feedback from peer observations are shared in order to develop staff teaching skills.

- Children learn about the world in which they live by celebrating festivals. The children recently celebrated and learned about Eid. Resources throughout the setting support children's curiosity about the world. Staff have taken children on outings to the local park and on a bus to visit a farm. However, while children develop some awareness of the world in which they live, staff do not always provide opportunities to help children understand what makes them unique.
- Staff model language for children and are positive role models to them. Children enjoy looking at books. Older children sit in the cosy areas and look at books they have chosen, handling them with care. Babies love snuggling into staff who read to them. Staff praise babies who point at pictures and attempt to say the words. Staff use a communication toolkit to monitor children's speech and language. This helps them provide early intervention should a child need it.
- The play environments encourage children to be curious. They can move freely around the rooms and select resources and toys independently. Children's independence is developed further at lunchtimes. For example, staff provide children with cutlery and model how to cut their food. Older children successfully do this. When pouring drinks, staff support younger children who attempt to do this. As a result, children develop their self-help and independence skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team understand their roles in safeguarding children. They know how to report concerns regarding children and their colleagues. Staff are supported with their professional development, including safeguarding training. Staff are trained in paediatric first aid. This provides them with the skills to respond to any accident when they occur. Staff are deployed effectively. The manager completes inductions for new staff along with the relevant suitability checks. The nursery is safe and secure, with fingerprint entry in place for parents to access the setting.

## What does the setting need to do to improve?

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

- develop staff's knowledge and understanding of how to adapt teaching in the moment, so that all staff are consistently building on what children know and can do
- provide even more opportunities for children to learn about equality and diversity and develop their awareness of what makes them unique.

## Setting details

<b>Unique reference number</b>	EY457828
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10236058
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Ellanday Nurseries Limited
<b>Registered person unique reference number</b>	RP903342
<b>Telephone number</b>	01257 271 924
<b>Date of previous inspection</b>	8 March 2017

## Information about this early years setting

Pipers Day Nursery registered in 2012. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. One member of staff holds an early years teacher qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Martin

## Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery.
- The inspector held meetings as appropriate with the manager. She spoke with staff and children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A sample of relevant documentation, including staff's qualifications, was viewed by the inspector and taken into account.
- A joint observation was carried out by the manager and the inspector.

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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