

# Pipers Day Nursery

Alder Grove, Hoole, CHESTER, Cheshire, CH2 3ET

<b>Inspection date</b>	29/05/2014
Previous inspection date	11/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are extremely happy, confident and self-assured in this stimulating and welcoming nursery. They have strong attachments to staff who are very caring and attentive to their needs. This enables the children to explore their environment with confidence and ensures their emotional well-being is supported exceedingly well.
- Teaching is inspirational and has a very positive affect on children's learning, as staff use a superb range of methods to help children engage in challenging activities. Consequently, children make significant progress from their starting points and are very well prepared for school.
- The utmost priority is given to securing children's welfare and safety by ensuring the safeguarding and welfare requirements are implemented, met and consistently monitored.
- Staff use very successful ways to observe children's development and plan for their next steps in learning. Assessment is consistent and precise, ensuring individual children's needs are fully met.
- Children and their families are highly valued and excellent partnerships with parents and other professionals contribute significantly to the staff's knowledge of children's individual needs.
- The routines developed are highly effective in supporting children's emotional and social development and their independence.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with management and looked at and discussed a range of policies and procedures.

## Inspector

Kerry Wallace

## Full report

### Information about the setting

Pipers Day Nursery was originally registered in 1990 and changed management in 2009. The nursery is registered on the Early Years Register. It is privately owned and operates from a single storey building in Hoole, Cheshire. The nursery opens Monday to Friday, all year round, except for bank holidays, from 7.30am to 6pm. Children attend for a variety of sessions. Children have access to a number of enclosed outdoor play areas. There are currently 69 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 14 staff working directly with the children, most of whom have an appropriate early years qualification. Of these, one has a qualification at level 6, 11 at level 3 and two are studying towards a qualification at level 3. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- extend the already excellent practice of promoting children's early phonic skills, to further strengthen children's early reading skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is highly effective. Staff consistently achieve high standards across every aspect of their work. They support children exceptionally well and use an excellent balance of adult-planned and child-initiated activities to extend children's thinking, interest and learning. The indoor environment is extremely well organised into different learning zones to support children in all areas of the Early Years Foundation Stage. For example, there is a computer area where children enjoy engaging with child-friendly software and the superbly resourced role-play area is changed regularly to continually provide interest for children. As a result, children make excellent progress in their learning and development.

Children's understanding of mathematics is extremely well developed, because staff ensure the environment is rich in mathematical language and numerals. For example, children have made displays of favourite nursery rhymes that include counting and there are notices depicting how many children should play in the sand, which children observe during their play. Children enjoy learning about numbers as they play with milk containers they have made into skittles. Staff encourage children to identify different numerals in the environment and to match the numbers on balls to the skittles. They help children to reflect on the previous day's learning as they discuss the numbers of children who were present and compare this to the number present today. As a result of such activities,

children are actively engaged in their learning and make exemplary progress across all seven areas of learning.

Staff support children who speak English as an additional language, by using phrase books to learn about common words and by playing nursery rhymes and songs in different languages. Children achieve at a remarkable rate because the staff have an outstanding knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Staff promote children's enjoyment and ensure that children are challenged and motivated to learn. For example, a child comments that they can hear the birds singing outside and staff expertly use this to teach children about how different animals communicate and discuss different aspects of wildlife. As a result, children are fully engaged and learn about living things to promote their learning of understanding the world. Children have great fun as they play with flour and discuss the shapes and patterns they are making. Children's communication and language is continually enhanced. Staff effectively model children's speech, extend their learning of new words and encourage children to sound out letters in their names. However, there is scope to further extend children's already excellent phonic skills, by enhancing activities to support their early reading skills.

The outdoor areas have been extensively renovated and re-designed since the last inspection. They provide individual groups of children with their own outdoor space to enable all children to explore and enjoy outdoor activities. Each area is well-resourced with age-appropriate toys, which fully meet the needs of individual groups of children. Children's physical development is very well provided for in each area. For example, the baby area has a range of toys to support babies early walking skills, the toddler area has a wealth of ride-on toys and the pre-school area has numerous bicycles and interesting climbing equipment. As a result, children make excellent progress in their physical development. Staff are skilful in asking children open-ended questions, which encourages children to solve problems and overcome challenges. This promotes the characteristics of effective learning exceptionally well. Children are active and motivated learners. There is an extensive range of resources for children to access, which are stored in clearly labelled boxes. Children freely engage in many independently selected activities, which sustain their interest, for long periods of time. Children display high levels of independence. For example, children confidently access a wide range of resources and ensure that these are put back during 'tidy-up' time. This helps them to develop skills and attitudes to prepare them for their next stage of learning at school. Children's moves from home are well supported as staff gather information from parents about their children's individual interests on an 'All About Me' form.

Staff have established highly successful ways to observe children and use these to ascertain their starting points and identify their next steps in their learning and development. Meticulously written observations are used to track children's progress and formulate written assessments, which are shared with parents. These are supplemented with various annotated photographs showing children engaged in a wealth of interesting activities. This provides a delightful reference to share with parents and ensures they are fully involved in their children's learning. Staff's superior understanding of children's next steps in their learning means they are constantly thinking about how their teaching can move children's learning on. Consequently, children make outstanding progress in their

learning and development and are developing first class skills to prepare them for their future learning at school.

### **The contribution of the early years provision to the well-being of children**

Children are extremely happy and content to be in this stimulating and welcoming nursery. This is evident from their friendly interactions with each other and the staff. Children are confident and animated when talking to visitors. Staff know children very well and tailor activities and the environment to support their individual interests. The highly effective settling-in procedure ensures that children are content and form secure attachments with key persons. Staff are highly skilled at settling children and spend time talking to children and their parents to reassure them about starting nursery. As a result, children's emotional well-being and self-esteem are superbly supported. Staff show a genuine interest in children's play and interactions and as a result, relationships are very loving, warm and strong. For example, they celebrate children's birthdays and make children feel special as they are allowed to wear the nursery's 'birthday hat'. Routines are organised to support children's emotional and social development. All children are encouraged to participate in circle time to promote their self-esteem. Staff remind children to consider their safety in the nursery and give clear explanations about this. For example, staff remind children of trip hazards and how to correctly use equipment to ensure they are kept safe. They also take the opportunity to talk to children about how to cross roads safely and to use their senses to be aware of potential dangers. Consequently, children's safety is given high priority as staff teach children to manage their own safety.

Parents are very happy about the care offered by the nursery and commend staff on their 'professional, but friendly approach'. They comment that they 'enjoy attending parents' evenings to view their children's work.' The key-person system is exceptional and ensures that staff know children extremely well. Each child is assigned a key person and this is shown on a wall display in each room. Staff are excellent role models and form secure attachments with children. They listen to what children have to say and respond sensitively, they remind children to use good manners and to be kind and considerate to each other. Children play well together and share toys and resources. Staff praise children's efforts and ensure children are given clear boundaries. Consequently, children behave exceedingly well and have exceptional manners.

The nursery has a cook who provides a well-balanced menu, which ensures that children enjoy nutritious meals and healthy snacks each day. This promotes children's physical health and well-being exceptionally well. Staff are aware of children's individual dietary requirements and cater for them accordingly, adopting safe and inclusive practice. Children's independence, self-care and personal, social and emotional skills are significantly enhanced during snack time. Staff explain to children about why they need to wash their hands before snack and after toileting. Children are encouraged to be fully independent and help themselves to cups and plates and pour their own drinks. Staff talk enthusiastically to children about being healthy and enjoying their healthy snack of apples. Children benefit enormously from this time as they sit and talk to their friends and learn about healthy lifestyles. Staff encourage all children to engage with regular outdoor

exercise and ensure they have daily access to fresh air and physical exercise. This helps to promote children's healthy lifestyles and teach them about being healthy.

### **The effectiveness of the leadership and management of the early years provision**

Leadership and management are inspirational. Staff have a robust understanding of their responsibilities in relation to safeguarding issues and the procedures to follow in the case of any concerns. Comprehensive policies and procedures help ensure that parents understand the duty of the staff to protect children. The nursery is secure and detailed risk assessments confirm that staff carry out regular checks to eliminate risk, in both the indoor and outdoor environments. Visitor identification is obtained and details recorded in the visitor's book. The manager demonstrates a high level of commitment in promoting children's safety and well-being. For example, there are robust procedures in place for recruitment and monitoring of staff performance. The manager has meticulous policies and procedures in place to demonstrate her expert knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.

The manager has implemented an outstanding system of self-evaluation. It includes observing how children engage with resources and listening carefully to the views of parents. The active involvement of parents is encouraged through the use of questionnaires to elicit their views and preferences. The manager continually reflects on the provision and can, therefore, recognise her strengths and areas for improvement. For example, she has organised training on sign language to support staff in developing children's communication and language development. She regularly monitors children's assessments and planning to ensure that children's next steps are being continually met. This means that children's learning and development is given high priority to ensure that children consistently achieve and maintain high levels of achievements. Staff are qualified and experienced and this reflects in their interactions with children and the teaching methods they adopt. The recommendations from the previous inspection have been effectively actioned. In particular, observation and assessment at all ages is precise and sharply focused to ensure children make outstanding progress in their learning and development. This demonstrates the manager's excellent understanding and commitment to providing a quality provision to meet the needs of all children.

Partnerships with parents are exceptional and the manager gives them opportunities to become involved at all levels. Parents are encouraged to be actively involved in their children's learning at home and share information about children's achievements. The manager has an exceptional understanding of the importance of working in partnership with parents and other professionals, to ensure children's learning and development is well supported. For example, she has set up a parent's forum so that parents and staff can discuss and evaluate current practice and share ideas for future development. Staff actively seek the help of outside agencies to support children with special educational needs and/or disabilities and those who speak English as an additional language. They have a clear awareness of children's home life, which they use very well to support children, especially for those who speak English as an additional language. This collaborative approach promotes children's learning and development exceptionally well.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	305245
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	818738
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Pipers Day Nursery Limited
<b>Date of previous inspection</b>	11/08/2009
<b>Telephone number</b>	01244 313960

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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