

Inspection of Pied Piper Pre-School

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

Inspection date: 23 September 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming pre-school. They develop secure attachments to the staff, and are confident to join in with their friends and to try new experiences. Staff get to know each child well and have very positive partnerships with their parents and carers. This results in children receiving a consistent approach to their individual learning and care needs.

Staff have high expectations for all children. They quickly identify any gaps in children's learning and implement strategies to support them to make the best progress they can. Staff use what they know about each child to plan a good range of activities that reflect children's interests and the next steps in their learning. Children are eager to take part in activities that link to their favourite stories. They use play dough to make pretend cakes for a tea party. Children look for specific shapes to decorate paper buns during a craft activity and they write shopping lists. These activities promote their imagination, their ability to skilfully handle and manipulate objects in their hands and their awareness of mathematics.

Children's behaviour is very good. They listen and respond to the clear and consistent reminders given by staff about how to stay safe, be kind and share. Children clearly demonstrate a positive attitude to their play. They are highly motivated to explore, and they engage in detailed conversations with staff.

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

- The manager works very well with the staff team to continually reflect on how they interact with children. They change the way the activities are set out according to children's different interests and needs. For example, a quiet reading area is available where children sit comfortably to look at books independently or with staff. There are photographic visual cues displayed to help children to communicate and to indicate what they want.
- The management team shows a positive approach to improvement. Since the previous inspection, the team has implemented effective ways to ensure that all committee members are known to Ofsted and that they have the required suitability checks completed. The manager shares tasks with both deputies and they work very well to support one another. Staff workload is managed effectively with all key persons having allocated time for the observation, assessment and planning for their key children.
- Teaching is good. Children benefit from positive interaction from all staff during their play. Staff ask children about what they are doing and help them to recall past events from home. However, occasionally, staff ask too many questions in quick succession. This does not allow children enough time to think about what they want to say in response.

- Staff are enthusiastic and show children how things work. They give lots of praise for children's efforts. For example, they help them to learn how to use a large see-saw by balancing the number of children sitting on either side. However, sometimes, rather than supporting children's deeper thinking about how they can solve problems for themselves, staff do things for them.
- Staff know the children well. They find out about their experiences at home through working closely with their parents. Planned activities widen these experiences and contribute to their future learning. For example, children visit the local cafe for milkshake and cake, and they go shopping for the food for their snacks.
- Children learn to show respect for each other and how to recognise their feelings. Staff support them sensitively and know those who require extra help. Staff work to higher than required ratios. This enables them to spend time with children, notice those who are not busy with activities and support them effectively.
- Children are increasingly independent. They choose what they want to do and when they have their snack. Staff support them to serve themselves and pour their own drinks. Children enjoy playing outside in the fresh air where they climb, use ride-on vehicles and large construction toys.

Safeguarding

The arrangements for safeguarding are effective.

All staff know the signs that may indicate a child is at risk of harm. The manager ensures that staff keep their knowledge up to date. Staff understand how to identify and report concerns. When appointing new staff, the manager follows thorough recruitment processes to ensure that they are suitable. Existing staff make regular declarations of their ongoing suitability.

What does the setting need to do to improve?

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

- focus more precisely on giving more time for children to consider their responses to questions before moving on with conversations
- make the most of opportunities that arise during play and activities to extend children's deeper thinking and problem-solving skills.

Setting details

Unique reference number	220204
Local authority	Northamptonshire
Inspection number	10103311
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Pied Piper Pre-School Committee
Registered person unique reference number	RP907237
Telephone number	01604 810010
Date of previous inspection	1 April 2019

Information about this early years setting

Pied Piper Pre-School registered in 1999. It is located in the grounds of Earls Barton Primary School in Earls Barton, Northamptonshire and is managed by a committee. The pre-school employs five members of childcare staff, four of whom hold early years qualifications at level 3. The pre-school opens from 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.

Information about this inspection

Inspector

Melanie Eastwell

Inspection activities

- The inspector completed a learning walk with the pre-school manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and with two members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

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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