

# Pippins Nursery (Leeds) Ltd

51c, Commercial Street, Morley, Leeds, West Yorkshire, LS27 8AG

<b>Inspection date</b>	22/08/2013
Previous inspection date	28/06/2010

<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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- A wide range of activities and resources is provided to support children across all areas of development. Precise observations ensure children's progress is effectively monitored.
- Parents are given every opportunity to be involved in their children's development. Some provide ongoing commentary of their children's activities and achievements at home, sharing this information in the communication book or verbally.
- Clear policies and procedures, thorough risk assessments and daily safety checks help ensure that children are safe and secure in the nursery premises.
- The well-qualified staff work extremely well together and are enthusiastic about their work. They continue with in-service training and continually strive to improve their practice.

### It is not yet outstanding because

- There is scope to enable children to increase their knowledge of the natural world by providing additional resources, such as reference books, in the outside area.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises.
- The inspector discussed safeguarding and risk assessments.
- The inspector discussed and reviewed information kept about children, including medication and accident records.
- The inspector observed children at play and made a joint observation with the Early Years Professional present.
- The inspector took account of the views of parents both through documentation and discussion. She also observed and spoke to children to obtain their views.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Pippins Nursery (Leeds) Ltd was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the centre of Morley and is managed by the owner. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, including two with Early Years Professional Status and five with childcare degrees. There are also three staff with level 2 qualifications.

The nursery opens Monday to Friday all year round, apart from bank holidays and a week between Christmas and the New Year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 114 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide opportunities for children to identify birds and insects for themselves, outdoors.

### Inspection judgements

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

The nursery provides a stimulating environment where children are supported well in their learning. They are, therefore, making good progress taking account of their starting points and abilities. Staff make an initial assessment of children when they start to attend and then monitor their progress very effectively to ensure that they continue to learn and develop. Children's learning journals show through photographs, observations and samples of work what they have achieved. Plans are displayed and identify activities to support individual children. Parents are also given information about activities they can introduce at home to widen their children's knowledge.

The nursery is keen to involve parents fully and provides 'Stay and Play' sessions during

term time, where parents can experience the activities their children enjoy and make simple resources for use at home, such as sensory shakers and simple games. During school holidays resource packs are available for them to use, to provide variety for their children. The feedback from parents is very good and they value the opportunity to be involved. All children are welcome in the nursery and staff work closely with parents to support those who speak English as an additional language. Simple words are displayed in their home language to show that this is also valued.

Children are keen to learn and try new things. For example, babies make foot prints with paint for the first time or pre-school children use maps to follow the directions from one place to another. Staff are extremely supportive of children and through their enthusiasm and encouragement provide a well-planned wide range of learning opportunities.

All staff have a good understanding of the areas of learning. They enable children to develop a secure foundation for their future learning by promoting their physical, personal, social and emotional development and their communication and language skills very effectively. There are displays of numbers and letters throughout the nursery and in the outside space and staff include them at every opportunity.

Babies are settled and comfortable with staff, not all willingly get their feet covered with paint, but they produce a colourful pattern on the paper in the end, with adult support. They move around the room to investigate the wide range of resources available, and as part of their play use sand, water and play dough. A colourful display of artwork shows the different methods of painting and the use of varied materials staff have introduced for them to try. Staff understand the importance of building children's confidence and enthusiasm and give encouragement and praise for their achievements.

The younger babies have a warm welcoming environment, where they are able to develop good relationships with their key people. They are settled and comfortable showing no concern when visitors arrive, but play happily alongside staff. To develop their strength and curiosity, staff place interesting objects, such as the treasure baskets near them, so they will reach and investigate the contents. They also have a display of painting made by children. For the mobile children, staff create a den where they hide from each other. They also enjoy songs and looking at books and are starting to participate in the actions and looking at the pictures while staff sing or read.

Older children are provided with a well-planned range of activities to promote their learning across all areas. Attractive displays of their creations show how they successfully use the resources available to make imaginative artwork. Children also make collages to illustrate their special stories. For example, the current favourite involves pirates, so treasure maps, and pictures of treasure have been created. They surround the area where role play of being pirates takes place. The outside space is also used well by children to pretend that they are on a ship. Staff encourage them to develop their imaginations, while also promoting their confidence in communication and language to explain what they are doing and why. They happily speak to visitors and discuss what they have been doing.

The pre-school children are confident communicators, who have developed a wide vocabulary as a result of the varied activities staff have introduced. They are interested in

their local community and use maps to see where they are and also different areas of the world. Children asked why the inspector was there and where she lived. They then looked at the route from her home to the nursery, talking about different places on the way. They also discussed the nursery and whether they were happy there. Children say they like the staff and the things they can do. They are very proud of the fact they had grown tomatoes and strawberries outside and know what the plants need to grow. Watering is the highlight of the day. They also know insects and birds come into the outside area but do not have opportunities outside to quickly identify them.

As a result of careful planning, good observations and the introduction of a wide range of resources and activities, staff very effectively support all children. They have enable all children to make good progress in their learning across all areas given their starting points. They identify areas of concern and provide additional support if necessary. One area for improvement they have identified for themselves is to do further special educational needs training to further improve the care they provide.

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

The settling-in process and move from one room to another is supported well. Each child and family has a key person and an additional member of staff, who is the significant other. Between them they ensure parents and children are comfortable when they start to attend. They obtain the necessary information from parents, including children's interests and provide parents with policy and procedures, so they understand how the nursery will care for their children. Photographs of key people are on display for parents to see.

Children behave well, with clear house rules in place. Clear strategies are implemented to address any areas of concern, such as biting and information is made available to parents to describe how staff manage this. Children show consideration for each other and concern if their friends are upset. Most staff have first aid qualifications and at least one member in each room is qualified at all times.

Children's health and well-being is of the highest priority and staff promote their understanding of good hygiene through careful explanation and good supervision. Babies have their hands wiped after nappy changing to introduce the habit of handwashing at an early age. Staff are vigilant to ensure that children wash their hands after personal care and before food. The pre-school children do not need to be reminded and they confidently explain germs can make you ill. Meal times are a pleasant social occasion throughout the nursery. Menus are displayed and show a well-balanced diet, providing children with a good range of meals. The menu takes account of children's allergies and any special dietary needs. Babies and children are encouraged to feed themselves and appropriate cutlery is provided to suit their development.

Children have fresh air each day. They know they need to wear sun cream and hats when it is hot and staff provide water for them to help themselves to if they get thirsty after their play. The outside area provides children with opportunities to develop confidence to

climb run and balance. They enjoy using the space and have large soft shapes with which they build to support their role play activities, such as making a car to go to the seaside.

Children learn to use resources with care and can freely help themselves from boxes, drawers and shelves. They practise good road safety when out in the community, practised in the playground with a zebra crossing and the cars. They know they need to keep away from the edge of the road to prevent accidents. They also understand the need to leave the building quickly during an emergency and where they need to stand afterwards to keep safe until the fire engine has gone. The visit of the fire engine was a highlight of the day and children were able to go into the cab and use the hose if they wished. They also noticed the torches firefighters use in the dark and had themselves been experimenting in the playroom with torches. Staff ensured any less confident children were supported and if they wished just to watch, kept them company at a safe distance.

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

All staff have a good understanding of safeguarding. They have a weekly staff meeting when this is a regular agenda item, in order to ensure any concerns are addressed and any training needs identified. They know the procedure to follow if they need to discuss concerns with the designated person, before referral to the local authority. Children's safety is of the highest priority and robust systems are in place for the appointment of staff to ensure only suitably qualified and vetted persons have unsupervised access to children. Clear procedures are also implemented for the admission of visitors, whose identity is checked before they come in. Parents and carers are admitted by staff.

The premises are secure and risk assessments are reviewed regularly to identify any hazards. Daily safety checks are completed before children go outside. The pre-school children use their own safety check form before everyone goes out, ticking the boxes for items they have looked at.

Partnerships with parents, other providers and outside agencies are good and ensure children's needs are addressed. Information is exchanged to ensure consistency of care and identify any concerns. Parents spoken to during the inspection are very confident their children are secure and safe. They know staff keep them informed of any accidents or problems. They like to see their children's development files and the fact they can contribute to these. They find the activity information useful for ideas at home.

Self-evaluation is used to identify areas for improvement but also the setting's strengths. Parents, children and staff are consulted for ideas for change. Parents show by their contribution to the evaluation questionnaires and by discussion, that they are happy with the care their children receive. Children like to make suggestions for games and resources. Staff also have ideas for resources, but also use self-evaluation and appraisals to identify possible training they would like.

Relationships with local schools are good and the move to school is effectively supported. The thorough monitoring and assessment procedures ensure schools have a precise and accurate record of children's abilities and interests when they start to attend. Children leaving the nursery in September are excited about the move and due to the excellent support they have received feel confident and excited about starting school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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>	EY341548
<b>Local authority</b>	Leeds
<b>Inspection number</b>	927776
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	76
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Pippins Nursery (Leeds) Ltd
<b>Date of previous inspection</b>	28/06/2010
<b>Telephone number</b>	0113 252 7722

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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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