



Ripley Nursery School Childcare Facility

Inspection report for early years provision

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Registered person	Ripley Nursery School Childcare
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Ripley Nursery School Childcare opened in 2004. It operates from the purpose built nursery school in the town of Ripley, Derbyshire. There is a secure enclosed outdoor play area. The childcare facility serves the local area and surrounding villages.

The childcare facility opens five days a week all year, except Bank Holidays. Sessions are from 8.00 until 9.00 and 15.15 until 17.45 for out of school care. Wrap-around care sessions are from 8.00 until 17.45, with children also having funded nursery education in the main nursery morning or afternoon. Holiday care is available from 8.00 until 17.45.

There are currently 66 children from 3 years 3 months to 6 years 7 months on roll, plus the children on site who only attend for funded nursery education. The setting currently supports a number of children with learning difficulties and disabilities.

The nursery school employs 19 full-time, part-time or supply staff who work with the children, with a core of staff who provide continuity of care in the childcare facility. All of the staff hold appropriate early years or teaching qualifications.

The nursery school is maintained by the Local Education Authority (LEA) and the childcare facility is managed by a limited company made up of the head teacher, staff, governors and parents. The setting receives support from Derbyshire local authority and are members of 4 Children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children learn about the importance of personal hygiene through following appropriate daily routines, such as washing their hands before snacks and after toileting, becoming increasingly independent in their personal care. They also wash their hands before activities such as making sandwiches for a picnic. The spread of infection between children is minimised as suitable steps are taken to prevent this, as they use paper towels in the toilet area. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted. Whilst waiting for parents children can snuggle up in the book area, on a sleeping mat if necessary. The needs of children are met effectively if they have an accident. Staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are maintained and shared with parents. Specific allergy awareness and medical needs of individual children are met by the staff, many of whom have increased training to ensure such needs are met. Good health and protection in the sun is promoted and children are aware why they need cream and sun hats, using nursery hats if they have forgotten theirs from home. After lunch children can have a rest to meet their individual need.

Children significantly increase their understanding of the importance of a healthy diet as they choose from a variety of food at breakfast and enjoy meals such as chicken, jacket potatoes and two vegetables for lunch. They make independent choices from the variety of healthy snacks mid-morning or afternoon, and after school a snack which includes cheese, tomatoes or fruit, is available. They are starting to understand why certain foods are good for them through topics and ongoing discussion with staff which further promotes children's awareness. During lunch staff serve the children and give encouragement to eat the well presented meals. The content of the daily menu is shared with each parent to ensure a balanced diet can be provided at home. Children's individual dietary needs, which ensure children remain healthy, are included on their registration forms, discussed with parents and daily information is recorded when necessary.

Children are fully supported to develop their physical skills. Staff have an awareness

of the 'Birth to three matters' framework, even though no children under three are accommodated. An effective Foundation Stage programme which promotes challenge and assists in promoting children's health and emotional well-being is adapted for the children receiving care. Boisterous and quiet play is programmed on the care play plan, for periods when the children are not integrated with children in the nursery school rooms or garden. Children are happy and settled in the environment. If they choose not to go into the designated care room they can stay with staff in the Rainbow rooms. Children move with confidence and an awareness of personal safety around the resources. They are able to negotiate competently around others, especially in the playroom where a wide range of activities are presented. Regular use of small tools such as scissors, pencils and paint brushes, building with construction toys and completing puzzles help children competently develop their fine dexterity skills.

Daily opportunities to play outdoors are extensive, in safely enclosed play areas. Staff programme a period of time each session with purposeful activities outdoors. Water play is extended to include a range of pipes and tubes which children take great delight in pouring water down and watching it rush out of the end. Riding wheeled toys, throwing and catching activities ensures children's skills are developed rapidly. Balancing activities are regularly enjoyed on the extensive range of static resources. Staff extend themes such as 'the tiger who came to tea' in such activities as children role playing in an outdoor café, set up under a tarpaulin incase it rained. They are eager to be the chef and wear a hat or sit down and enthusiastically place an order for food.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in secure and suitable premises which are warm and welcoming and create a stimulating environment in which they play and learn. The playrooms are decorated with their own craft work and photographs of them at play or on outings, such as to Chatsworth. Their individual skills develop competently with the very well presented and age-appropriate resources as staff support all children to develop their potential. Children independently select activities from the extensive range of good quality toys and equipment. The children have access to a wide range of interesting, well planned activities. These are changed daily to promote challenge, are safe and presented at suitable levels to encourage independence and development. Staff ensure children, who will attend for care sessions after their morning funded session in the nursery school rooms, come to newly presented activities and ensure a consistently high standard is set.

Children are secure in the environment, very good security and collection procedures are effectively maintained. Comprehensive risk assessments, policies and procedures are appropriately followed by staff to create a safe environment for children. Staff minimise all hazards which helps children to move around the care playroom and open plan nursery school safely and independently. There is written evidence of regular fire safety procedure evacuations during both nursery school time and after school and holidays to ensure all children have the opportunity to become

aware of fire safety procedures. Children are safe on school runs and outings. There are comprehensive procedures which are implemented effectively, with relevant documentation immediately to hand to meet children's needs in an emergency.

The children further protected because staff are deployed effectively, are vigilant and have a sound knowledge and understanding of their roles and responsibilities in the protection of children. They give utmost priority to children's welfare and share the written statement relating to the child protection policies and procedures with parents. A secure partnership with parents is formed and the nursery school and childcare staff work closely with the relevant authorities to meet individual children's needs. Staff attend ongoing training and are aware of recent changes to Derbyshire Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children settle well in the childcare facility and nursery school and have a friendly relationship with the staff. The children are confident and keen to access the range of play activities such as puzzles or small world and 'my little pony' figures before school. After 9.00 they enjoy such activities as a 'Bob the builder' video and spontaneously sway along to the music. The group then splits up and those children due to have a funded session go into the main nursery school and other children join the group for the specifically planned activities. At approximately 10.20 all children join together for outside play. The exceptional organisation by the staff ensures children play and learn in which area of the premises they feel comfortable in. Children are aware of the planned activities they will engage in during a childcare session and do not want to miss out on such activities as making sandwiches for 'the tiger who came to tea' picnic.

The starting point for new children in day care is available to ensure staff can plan to promote individual future need. Separate play plans are drawn up for children attending the holiday sessions, which includes projects and outings such as to Bakewell Show 2005, where the group entered a scarecrow. It won a prize and is now used as a resource in the deck area off the Rainbow rooms. Children are proud of their achievements. They enjoy links with older children from other schools and are eager to point out the photographs of a 'Musical Extravaganza'.

Children soon gain confidence to move from their designated key-worker and access the full range of activities linked to the current theme. Their developmental progress is maximised, due to consistent staff interaction, monitoring children's use of activities and sharing information with the nursery school staff who link development with the extensive planning of the Foundation Stage. Younger and less able children's activities are adapted to ensure they also obtain appropriate skills during an activity. The children develop appropriate socialisation skills as they join in group activities. They offer help and advice to others regarding how to use resources such as a knife to spread and cut bread when making sandwiches.

High levels of challenge are promoted in activities but staff also recognise children require rest and quiet time, especially in the afternoon sessions if children have been

in the nursery school rooms in the morning. Children who are collected from local infant schools are eager to have a snack then go outdoors or play on the computer. A power cut during the inspection led to spontaneous discussions about the dark and holidays when children stay up later. Children demonstrate a mature acceptance of unforeseen situations and relish the opportunity to play with dough instead of technology and re-enforce knowledge of texture, colour and shape. Children are being further introduced to nature and eco friendly activities as members of staff have been on training regarding the site becoming a 'Forest School'.

Helping children make a positive contribution

The provision is outstanding.

Children are respected and valued as individuals. They are warmly welcomed and staff use their childcare expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. These include the child's ethnic origin, religion and language spoken. The admittance of younger children on site to receive day care is reflected in the documents by asking questions relating to a child's toilet or rest needs. Increased support is available for children with specific needs and staff work very well with parents and outside agencies to ensure the child's needs are met appropriately.

Children are developing an understanding of how everyone positively contributes in society as the staff effectively promote inclusion. Resources, language and carefully planned activities assist learning. Equality of opportunity is promoted well as activities are adapted to ensure children's needs are met. Their knowledge and experiences are successfully extended as craft activities linked to culture and festivals are included. Children's understanding of the needs of others are promoted successfully through discussion, such as at meal time and when welcoming new children.

Topics have aspects to develop an awareness of the environment, tidying up and taking care of others. This ensures children develop a strong sense of independence and self worth as they are encouraged to share, take turns, follow rules and listen to others. All are well behaved as they accept the rules and respond to the firm and consistent expectations of the staff. They are very confident in the setting and show a sense of belonging to a wider group. Children are purposefully occupied throughout each session. At the beginning and end of sessions, and lunch time, they understand why they have activities in an area away from the entrance doors, which ensure they are safe whilst the majority of children go home.

There is an exemplary partnership with parents and carers. Ongoing sharing of verbal and written information ensures any changes to children's circumstances can be addressed which contributes to the partnership with parents and children's needs being met. Parents receive extensive information about the services provided and have access to comprehensive policies and procedures which staff follow to assist in meeting children's needs. Photographs of the children at play provide parents opportunities to see how happy the children are in the childcare facility and nursery school and how their learning is assisted with an extensive range of resources. A library located in the main entrance hall enables parents to borrow resources and

further develop children's progress and learning at home. Parents welcome the extension to the nursery school day and services on the site which enables them to access workshops, training and provides the option to return to work and have the full day care on one site.

Organisation

The organisation is outstanding.

Children are in the care of qualified and experienced staff who support them well to ensure they are happy and settled in the setting. High staff ratios are maintained to ensure children's individual and specific needs are met. Exceptional organisation of effectively planned routines and developmentally appropriate activities, which the children are eager to engage in, ensures children's time in the childcare facility and nursery school is worthwhile and challenging. There is regular training provided by the LEA and the local authority which the staff access to ensure they are aware of changes, such as the 'Birth to three matters' framework and child protection documents. Children benefit considerably from the regular training provided by the local authority and the sharing of new knowledge during staff meetings.

The providing of child care within the setting has been successfully implemented and staff are aware of the care inspection expectations and processes. The welfare, care and learning of the children is promoted effectively through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. Overall the range of children's needs are met.

Improvements since the last inspection

At the previous inspection the setting agreed to ensure the written complaints procedure included the address and telephone number of the regulator. The policy was initially updated and displayed for parents. This has recently been amended again to include the new Ofsted address and contact 08456 404040. The criteria is now met regarding the national standards and parents are made more aware of the processes.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk