

Ripponden Pre-School

Inspection report for early years provision

Unique Reference Number	303798
Inspection date	09 October 2007
Inspector	Rasmik Parmar

Setting Address	Community Centre, 5 Old Bank, Ripponden, Sowerby Bridge, West Yorkshire, HX6 4DG
Telephone number	01422 822777
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Registered person	Ripponden Pre-School
Type of inspection	Integrated
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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ripponden Pre-School has been registered since 1970. It is a voluntary organisation that is managed by a committee. It operates within the community centre in Ripponden, Halifax.

The Pre-School has use of two playrooms, a kitchen, toilet facilities and an outdoor play area. The building is shared with other community groups, although during the hours of operation, the Pre-School has sole use of the premises.

The Pre-School is registered for a maximum of 24 children from two years to under five years at any one time. It is open from Monday to Friday from 9.15 to 11.45 and 12.45 to 15.15. There are currently 40 children on roll and of these, 14 children receive funding for nursery education.

A play scheme operates during the summer holidays from 9.15 until 14.45. Children attending full day care remain on the premises for a packed lunch.

The Pre-School serves the local community and has supported children with learning difficulties or disabilities. There are six members on the staff team, of whom three are qualified in child care to level 3 and three are qualified to level 2.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good awareness of hygiene routines and their independence is well promoted through the use of good resources.

Children remain healthy because staff are competent in preventing the spread of infection. Children are supervised in the bathroom, to wash and dry their hands properly using anti-bacterial liquid soap and paper towels.

Children's health is promoted through the maintenance of records and procedures that maintain their good health. Written procedures for sick children are in place, which outlines what happens if a child contracts a contagious ailment.

Children's welfare and wellbeing are closely protected because staff are pro-active in keeping up to date with first aid. All six members of staff hold a current first aid certificate.

Children's dietary needs are met as staff work effectively with parents to ensure that their specific, individual needs are met. Children learn about the benefits of healthy eating and are encouraged to eat a range of healthy foods.

Children are gaining knowledge and understanding of how food keeps them healthy through focused, topic based activities. They are learning to make the connection between where food comes from and how it is prepared, by participating in a range of cooking activities. These include baking, making pizza bases from flour and adding a variety of toppings and decorating biscuits.

Children's enjoyment of physical activity is fostered through a good selection of activities such as the climbing frame, obstacle course, scooters and slide. Their physical skills are further promoted through music and dancing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are involved in a wide range of stimulating activities in a safe environment. The premises are well maintained and children's enjoyment of the setting is enhanced. Space is used imaginatively to encourage children's independence and to promote their all-round development.

The small playroom has been made more homely by fitting a carpet, curtains and painting the walls, together with soft seating for reading books.

Children play with good quality equipment, which is well maintained and includes a wide variety to meet the needs of all children. Children's safety is well promoted because staff are competent at assessing and minimising the possible risks inside and outdoors in the play ground and all visitors are recorded.

Children are gaining a good awareness of how to keep themselves safe. The road safety unit, the district nurse and the police have been invited to talk to children.

Children's all-round safety is further enhanced because staff understand the importance of teaching children what to do in the event of an emergency evacuation. Children practice regular fire evacuation drills, which are recorded to monitor their efficiency.

Children are well protected from abuse and staff have a good understanding of the safeguarding of children.

Staff are knowledgeable about the potential signs and symptoms that would cause concern and retain the correct contact numbers for reporting. This means that they can act quickly in the child's best interest to safeguard their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled. They have good relationships with staff who are attentive to their needs and anticipate them accordingly.

Children remain engrossed in their play and demonstrate lots of confidence and self esteem. This is promoted well because children learn to make decisions for themselves from an early age.

Children are engaged in a broad range of stimulating activities and spontaneous events. Their creative skills are fostered effectively, as their imagination is stimulated through creating original artwork. Their artistic achievements are valued and the creations that children do not take home are displayed or retained in their progress folders.

The children cared for have good relationships with each other and play together across the age range in stimulating role play.

Children respond to the interest taken towards them by staff and are inspired to investigate their environment. They have investigated the lifecycle of caterpillars, observed how they turn into butterflies and learn about how to nurture them.

Children have a lot of fun singing and dancing to music of their choice and writing stories about their experiences.

Nursery Education

The quality of teaching and learning is good. Children benefit greatly from staff knowledge and understanding of the early learning goals. Key workers are involved in the planning process. This helps them to understand how to make useful observational notes and to see the impact of their planning on children's progress.

Children are well challenged and resources are used effectively in most areas. However, continuous provision of all resources is not available to children all the time and this limits their experiences during a session.

Children learn through first-hand experiences and benefit from good behaviour management strategies, which helps them to develop good relationships with each other.

Children with learning difficulties or disabilities have been well supported, as staff have liaised with parents and outside agencies to effectively meet the specific needs of the child.

Staff allow children to learn and develop through daily routines and by becoming familiar with the areas of learning. Children are allowed to discover and have fun, which helps to promote confidence and self esteem. Children listen and concentrate appropriately during story time and play with the activities that interest them.

They are encouraged to learn about mathematics through everyday routines such as counting, number recognition, shapes, addition and subtraction. Children are learning to solve problems through table top jigsaws and are choosing suitable components for construction and junk modelling.

Children are happy and settled and talk freely about their home life and what they have done at the Pre-School. They are beginning to share well and learn how to take turns.

Independence and self care skills are developing appropriately when children help tidy toys away, visit the bathroom and wash their hands following the established routine. They enjoy their favourite songs and rhymes as they play.

Children are encouraged to express themselves artistically through a variety of methods, including dressing up and role play, singing songs and making music.

The children experiment with a wide range of tactile materials such as play dough, hand printing, and junk modelling to express themselves creatively. Their artwork is displayed on the walls, as a celebration of their achievements and helps to build self esteem.

Children are developing fine motor skills in the use of a wide range of equipment such as scissors, pencils and stencils. Their motor skills are effectively promoted through the use of a wide range of equipment such as a climbing frame, push along toys, tunnel and slide.

Children benefit from encouragement to foster writing for different purposes. Children speak well and contribute to group discussions effectively. They learn to write for different purposes, learn name recognition and learn to increase their vocabulary when reading.

Children's understanding of technology is good, as they use the touch screen computer to play educational games. Topics on celebrating festivals around the world help children to broaden their horizons by learning about different cultures and ways of life.

Children are developing knowledge of nature, by going on walks in the local countryside where they collect leaves and different types of seeds.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the good equal opportunities policy, which is effectively promoted throughout the setting. Children are valued and made to feel welcome by staff who actively show an interest in their development.

Children play with resources which promotes a multi-cultural society in a positive way, such as dolls, books and dressing up clothes. Cultural festivals from around the world are celebrated, such as the Chinese New Year, Babooshka, Rastafarian Day and Diwali, as part of broadening and understanding of the wider world.

There are good systems in place to support children who have learning difficulties or disabilities. Staff have liaised with parents and outside specialist agencies, in order to meet the specific needs of children.

Children are well behaved and good behaviour is positively encouraged by praise and an interest in the children. There are plenty of stimulating activities available for children to channel their energies in a positive direction.

Children's art work is displayed on the walls as part of recognising their achievements and boosting their confidence. However, there is a missed opportunity in not allowing older children to be involved in developing their own 'house rules', as part of enabling them to learn how to manage their own behaviour with peers.

Partnership with parents is good, as staff welcome them and share information about their child on a daily basis. Parents are provided with good information, which includes all policies and procedures, as part of an effective partnership for the welfare of children.

Parents are kept informed about current activities through regular newsletters. Parents of funded nursery education children have continuous access to their child's profile folder and record of achievement folder, which they can take home and provide input.

Parents show their commitment to the wellbeing of children by actively participating in the Pre-School on a rota basis. Hence, children have input from a variety of adults who bring with them their wealth of experience for the benefit of all children.

Parents further show interest in children, by taking an active role on the governing committee of the playgroup. Furthermore, parents have access to a newly developed website, which the Pre-School have recently launched, as part of being up to date with the latest form of communication.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are well cared for because the adults who care for them are suitable to do so, are well trained and experienced. Children play in safety, in a warm, welcoming environment in which resources are arranged invitingly, so that children are well stimulated and become highly involved in the activities provided.

The two persons in charge ensure that appropriate procedures are in place, to ensure that all staff are suitable to work with the children. Most are well deployed, each knowing their roles and responsibilities, so that the children's daily routines are well organised and their needs are met.

Children's welfare is promoted well, through good record keeping. Records, policies and procedures which are required for the efficient and safe management of the setting are well maintained. All relevant documentation is shared effectively with parents, so that children benefit from a good working relationship between staff and parents.

Leadership and management of the provision is good. The two persons in charge ensure that staff providing funded nursery education, have a secure knowledge and understanding of the Foundation Stage.

Regular appraisals are carried out to identify individual training needs effectively and they allow for staff development. All of this contributes to continued improvement of the care and provision of education for children.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider was recommended to further develop the operational plan and make this available for parents, to further develop the risk assessments to include hazards such as the lighting in the play room and the uneven surface in the outdoor play area and to improve the presentation of the area designated for children's rest and relaxation.

The provider has now developed the operational plan and this is available to the parents, as part of working in partnership with them for the benefit of the children in their care.

Risk assessments have been developed and the identified areas for improvement have been addressed, such as the removal of insecure lighting covers, for the overall safety of children.

The uneven surface in the outdoor play area is in the process of being resurfaced, for the safety of children, as funds have now been secured.

The room used for children's rest and relaxation has been made more comfortable, by fitting a carpet and curtains in order to make it more homely.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- expand behaviour management strategies to allow older children to be involved in managing their own behaviour.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure continuous provision of all resources to children all the time.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk