

Ripplings Pre- School

Inspection report for early years provision

Unique reference number	401771
Inspection date	25/09/2008
Inspector	Jeannette Waring and Teresa Lucas
Setting address	All saints Church, Ripon Road, Plumstead, London, SE18 3PS
Telephone number	0208 854 3628
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Riplings Pre-school is managed by a parent committee and has been in operation since 1972. The pre-school operates from a portacabin in the grounds of All Saints Church in Plumstead, which is situated mid-way between Plumstead and Woolwich Commons. The pre-school serves families from the surrounding area.

The pre-school is open Monday to Friday from 09:15 until 12:15 and is registered, on the Early Year Register, to provide care for a maximum of 24 children aged from three years to the end of the Foundation Stage. There are currently 15 children on roll, 12 of whom receive funded nursery education. The setting supports a number of children who speak English as an additional language and a small number of children with disabilities and/or learning difficulties.

A total of three staff work directly with the children, the supervisor holds a level three Diploma in Pre-School Practice and both of the assistants hold pre-1989 childcare qualifications. A relief worker is also available to cover for staff absence and she is currently studying for her NVQ2 in childcare and education.

The pre-school is a member of the Pre-School Learning Alliance and they receive support from the Greenwich Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Riplings Pre-School provides children with warm and consistent care in a secure and supportive environment; as a result they make steady progress in their learning and development. Staff review and evaluate some activities and carry out an annual self assessment. This has enabled them to identify some areas for improvement. However, there is no clear action plan in place to address the issues identified following last term's review. A key strength in this setting is the approach to inclusion. The pre-school actively values and celebrates diversity and all families are made welcome. In addition, children with disabilities and/or learning difficulties are offered good support.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make sure that children do not have access to the kitchen and ensure that all rooms accessible to children are safe and suitable for their use
- encourage children to develop good personal hygiene routines
- review and up-date policies and procedures as required in order to ensure that they provide a comprehensive and reliable reference tool for staff and accurately reflect practice.
- put in place a system to regularly review and evaluate the overall effectiveness of the education programme to make sure that the activities provided take account of children's varying stages of development, and to ensure that there are clear learning intentions for the activities provided

- ensure that the assessment arrangements involve analysing and reviewing what is known about children's learning and development so that staff are informed about children's progress and can plan for children's next steps

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of the full risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident; a similar record of risk assessment must also be undertaken for outings (Documentation)

31/10/2008

The leadership and management of the early years provision

A full range of policies and procedures is in place to underpin the work of the setting. However, although this document includes all the required elements, some of the policies have not been effectively reviewed and up-dated. As a result they do not provide staff with a fail-safe reference document. A child protection policy, which is understood by the staff team, is in place, and there are suitable procedures in place to ensure that children are safe and well cared for, including clear procedures for vetting new staff.

Staff carry out an annual self assessment prior to a local authority assessment, and the play leader has identified some areas for improvement. However, there is no system in place to regularly review practice or to evaluate the overall effectiveness of the educational programme. Staff are encouraged to access training provided by the local authority in order to keep up to date with current thinking. However, the selection of courses is based on individual interests rather than identified learning needs.

Friendly informal partnerships with parents are in place. The pre-school is managed by a parent committee and an active parents' rota enables parents to share children's experiences within the group. Many parents regularly talk to staff about their children's learning and development but there are no formal arrangements in place to enable parents to look at, or contribute to, children's records.

The quality and standards of the early years provision

Children are well cared for by a small, consistent, supportive and caring staff team. There is a strong emphasis on inclusive practice within the pre-school, and this ensures that everyone feels welcome, respected and valued. Children learn about elements of their own and each other's cultures as their families share celebrations and festivals or bring in traditional foods to share. Children have also enjoyed a recent activity using photos of themselves and a world map, plotting the countries where they and their parents were born. Staff work closely with parents and other professionals to ensure that children with disabilities and/or learning difficulties are

provided with good support. For example, the pre-school has recently cared for a number of children who needed speech and language support, and a local Sure Start speech therapist now makes regular visits to the group to provide advice and support for staff and parents.

The planning and assessment arrangements help children to make steady progress towards the early learning goals. Planning currently focuses on ensuring that a broad range of interesting activities, which promote children's learning and development, is provided at each session. A single broad learning intention set each week. A key worker system is in place and this ensures that all children have a member of staff who knows them well and records their progress. However, there is no clear system in place to ensure that staff assess children's progress or use this information to plan for their next steps in learning.

Children are happy and settled, and they enjoy their time in the pre-school. There is no outdoor play area at present but children benefit from occasional outings in the local area, such as last term's visit to Oxleas Wood, where children enjoyed a bug hunt. Indoors, the play hall is well organised and welcoming, and children move freely and confidently between activities, making independent choices. Many children are able to concentrate for extended periods at their chosen task, and staff provide support and encouragement by playing alongside them. For example, a member of staff sat at the computer with a four year old who was enjoying moving the cursor through a maze, collecting treasures on the way. The member of staff encouraged the child to move left, right, up and down using the keys. Next the child selected a simple addition game and the member of staff provided a set of small figures as a practical aid to counting.

Children's behaviour is good, they play together well, learning to be polite to each other and to share and take turns. There are simple rules and boundaries which children quickly learn, and staff reinforce these with reminders and clear explanations. As a result children begin to understand what behaviour is acceptable. Children are developing independence as they take themselves to the toilet and learn to wash their hands afterwards. However, there is no hand washing routine in place before children's snack time; as a result children do not fully understand the reasons for good hygiene routines.

Children are confident and sociable, and staff support their communication and language development very effectively. Children enjoy conversation with adults and are learning to negotiate with each other in their play, for example, as they plan games in the home corner or decide who should use which equipment when playing at the water tray. Children enjoy using the well stocked book corner, and staff routinely sit with individuals and small groups of children, looking at books and reading stories. Staff have a good awareness of the particular needs of children who speak English as an additional language and, when reading, use hand gestures and facial expressions to help children to understand meaning.

Staff carry out regular safety checks to make sure children are safe and secure within the pre-school. However, although staff keep the kitchen door closed during the session, it is accessible to children. Most other hazards in the setting have been identified, assessed and effectively minimised, but a full written risk assessment,

including risk assessments for outings is not in place and this is a requirement of the Early Years Foundation Stage (EYFS).

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since registration or the last inspection.

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.