

Ripley Nursery School Childcare Facility

Inspection report for early years provision

Unique reference number

EY286379

Inspection date

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Inspector

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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. Since the last inspection of the childcare facility a purpose-built unit to cater for children from three months to three years has been added as an integral part of Ripley Nursery School provision.

The childcare facility opens five days a week all year, except Bank Holidays. There is a very complicated organisation of sessions. The daycare packages are long or short sessions but a combination of these is offered, including lunch. Sessions are mainly from 07.45 until 09.00 and 15.30 until 17.45 for out of school care. Wrap-around care sessions, including for under three-year-olds, are from 07.45 until 17.45. Children in receipt of funded nursery education attend the main nursery either for morning or afternoon sessions. Holiday care is available from 07:45 until 17:45. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

There are currently 112 children registered with the setting, who attend various full- or part-time sessions. The facility supports a number of children with learning difficulties and/or disabilities. It supports vulnerable families, with 26 funded places, using the childcare facility. Some staff are employed as Family Resource Workers. The setting can support children with English as an additional language.

The nursery school employs 17 childcare staff and 22 staff are employed by the local authority (LA). The staffing compliment includes appropriate numbers of teachers, nursery nurses and welfare assistants. Staff work on a full-time, part-time or supply basis. All staff hold appropriate early years or teaching qualifications.

The nursery school is maintained by the LA and the childcare facility is managed by a limited company made up of the headteacher, staff, governors and parents. The setting receives support from Derbyshire County Council and is a member of '4 Children'.

Overall effectiveness of the early years provision

The quality of provision is outstanding. Very strong leadership by the nursery school headteacher, coupled with a team of enthusiastic and knowledgeable staff, ensures that provision for the children's welfare, learning and development is excellent. Children's needs are met exceptionally well because provision is matched to the age and developmental stage of each individual and all children are fully included in the range of activities on offer. The high quality of provision identified previously for the over three's has been extended for the youngest children demonstrating an excellent capacity to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend further to the very youngest children the emphasis on developing children's communication skills in relation to reading, writing, speaking and listening

The leadership and management of the early years provision

Leadership and management of the childcare facility is outstanding. The headteacher leads the management group and staff team by example and demonstrates very high levels of enthusiasm in her organisation of the complex arrangements for different elements of the provision. Her approach and vision has been key to uniting all those concerned to work together to extend and improve provision. All staff share high expectations for children's learning and welfare. The close attention to meeting the very different needs of the wide age and ability range is paramount to the group's success. Staff are very clear about their roles and responsibilities which ensures that the outcomes for children are central to the work of the setting and things run smoothly.

Children's specific needs are met through the settings excellent links with a wide range of external agencies. Equality of access and opportunity are paramount and everyone, whatever their need, is included. All members of the team demonstrate an excellent knowledge and understanding of procedures for safeguarding children. There are carefully considered systems to check the quality of what is provided. Staff are involved in a range of training and professional development activities that ensure that everyone is kept up to date and skilled in meeting requirements. The strong focus on self-evaluation and reflection ensures that action is taken to address any issues as they occur. Planning for the Early Years Foundation Stage is very well established and provides a firm foundation for all activities. There is a wide range of policies and procedures that dovetail into provision in the nursery and which ensure children's welfare. Policies are thorough and ensure all requirements are met.

Partnerships with parents are very strong. Those involved in discussions during the inspection noted their delight with the quality of care and education provided for the different ages. They were unanimous that their children are happy and well cared for. A very accessible range of information is provided to them about the setting and how to support their children at home. Regular updates, including daily chats involving key workers, enable parents to feel happy that their children are in safe hands. Close links between each phase of the provision, and with the nursery and local infant schools, ensure a smooth transition between the groups for all children.

The quality and standards of the early years provision

Children really enjoy their time in the different sessions they attend. Because staff have very good relationships with the children and high expectations of their behaviour and what they can achieve most children are keen to live up to these expectations. Activities are very well planned and appropriate to the age and stage of development. This strength, coupled with seasonal themes and opportunities for the children to make lots of choices in what they do, ensures that they make excellent progress in both their personal development and learning. The needs of those with learning difficulties and/or disabilities are very well met, leading to excellent overall progress. The very small number of children who speak English as an additional language often have dual language skills. They also make excellent progress. This helps all children prepare very well for their future.

Children greatly enjoy using the very high-quality resources indoors and outside. Equipment is of excellent quality and very well matched to the children's needs ensuring there is always something interesting and exciting to find out about. However, there is scope to enhance the development of children's communication skills even more. This is because opportunities for the younger children to practice speaking and learn to read and write familiar words such as their name are sometimes missed.

Children are able to make choices about what they do in all activities. Consequently they can pursue their own interests within a stimulating environment. Children in the before school group enjoy using a range of play equipment and story books in a calm and organised manner which ensures they arrive at school in a positive frame of mind. Children in the over three's and those in the transition group, enjoy using the interesting range of equipment outdoors including viewers and telescopes to make observations of the very attractive environment around them. They also learn much from looking at a selection of plastic water creatures and discuss where they might find some of the real ones. Children in the under three's group have huge fun playing in the secure outdoor area and learn how rolling hoops and other equipment can be controlled.

Children enjoy healthy snacks and drinks with even the youngest encouraged to develop good manners when asking for and being given more toast. They also benefit much from the family style of snack times where they eat and chat together around the table. Planning shows that they are provided with a good range of healthy snacks to help them develop an understanding of healthy eating.

Children's health and safety is a high priority. There are clear procedures seen in practice for the administration of medicines. The school also has a very careful approach to ensuring children do not spread infections. Children learn how to keep themselves and others safe during their play. There are excellent arrangements to ensure the older children in the breakfast club are transported in the school mini-bus with very careful application of safety measures. Children are encouraged to make a positive contribution towards the local community through activities with the nursery and involvement in local activities. Overall, children, parents and staff

and management group are rightly proud to be associated with such high quality provision for the children of Ripley.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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