

Ranskill Nursery

Inspection report for early years provision

Unique reference number 253108
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Inspector Tara Street

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Ranskill Nursery is run by a voluntary management committee. It opened in 1979 and operates from a classroom within Ranskill Primary School in Retford, Nottinghamshire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 20 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open from 9.00am to 11.30am on Tuesday and Wednesday and from 9.00am to 3.30pm on Monday, Thursday and Friday during term time only.

There are currently 32 children on roll who are within the Early Years Foundation Stage. Of these, 19 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, four hold an appropriate Level 3 qualification in early years. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the group and all children make good progress in their learning and development and their welfare is well promoted. One of the key strengths of the group is the staff who are knowledgeable, dedicated and valued. They have a good understanding of equality of opportunity and how to promote inclusion. Links with parents and the liaisons with other providers are strong and help to ensure consistency in care and education. The management, staff and committee have strong aspirations for developing the quality of the group to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- promote children's experiences by providing a wider range of signs, symbols and pictures displayed at child height around the provision which reflect all areas of learning, with particular regard to problem solving, reasoning and numeracy and communication, language and literacy
- ensure parental signatures are consistently gained on medication records to show that parents have been informed of any medication given
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are carried out, including a daily assessment of all areas used by the children. As a result all areas, equipment and resources are in good condition, clean and safe. The security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. Required policies and procedures are in place and records are carefully maintained. However, parental signatures are not consistently gained on medication records to show parents have been informed of any treatment given to children. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process.

Staff are passionate about providing children with an exciting, enjoyable and stimulating experience. This is effectively supported by the ongoing reflective practice and evaluation of all aspects of the setting. There is clear identification of priorities for improvement. Since the last inspection the recommendations set have been positively addressed. As a result, the group demonstrates a strong capacity to maintain continuous improvement. Staff can build on this by planning how all activities will promote individual children's progress towards the early learning goals.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Partnerships with parents and carers are secure and each child's individual needs and culture are recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents about each child. Parents have access to the group's policies, procedures and a variety of information boards relating to many aspects of the setting, childcare and their children's progress towards the Early Years Foundation Stage. Information about events and activities, including how parents can be involved enhance these partnerships with parents. They are actively encouraged to be part of the group through informal meetings, daily discussions and fundraising activities. Links within the host school, other early years groups and professional services are pro-active. This includes a system to ensure information is shared effectively with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled at the group. Play is extremely purposeful as staff give encouragement and ideas about activities. Children concentrate well, are

fully involved in activities and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled in becoming involved in activities or standing back to enable children to experiment and explore. They are expert at getting children to think critically as they pose challenging questions. Interactions are very good and all children benefit from caring, warm staff. Children's communication skills are extremely well promoted as staff and children hold detailed conversations about their experiences, families and lives. They are learning good social skills as they follow the group's rules based on respect, kindness and safety. Children are encouraged and do consider and help each other. A strong sense of self is promoted as staff use positive encouragement and praise. Children become independent as the group has a strong ethos of self-ownership and child-led activities. Self-selection trays and drawers of resources expand their experiences. Good planning takes account of children's interests and provides a relevant and appropriate curriculum that is well matched to children's abilities. Ongoing observations and assessments are undertaken and provide a clear insight into the children's progress. However, the identified next steps in learning for individual children are not always reflected within the planning process in order to maximise progress.

Children use their imagination well, spending long periods of time in the role play and mark-making areas. They negotiate their role within the play shop and pretend to fill their shopping basket with a range of fruit before going to the checkout. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. Children show developing social skills as they play well together, without adult involvement. For example, children eagerly take turns rolling cars down a tube to see which is fastest, while others work together to build a tall tower from wooden blocks. They frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculations through songs and rhymes. Children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are well supported to mark-make and develop early writing skills. However, due to the limited range of signs, symbols and pictures displayed at child height around the setting, which reflect aspects of problem solving, reasoning and numeracy and communication, language and literacy, opportunities to further promote children's learning are missed. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, torches and some battery operated resources.

Children's good health and well-being are effectively promoted. Children experience a good range of regular activities both inside and outside which develop their coordination and balance skills. They eagerly participate in games, ride on bikes and explore the garden area. During activities children learn about keeping themselves and others safe, such as learning to use play equipment safely. All of the required information is captured regarding children's health and dietary needs. A healthy and varied snack menu is available to promote children's understanding of healthy eating.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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