



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 303798

DfES Number: 583742

### INSPECTION DETAILS

Inspection Date	14/05/2004
Inspector Name	Barbara Ridgway

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ripponden Pre-School
Setting Address	Community Centre 5 Old Bank Ripponden, Sowerby Bridge West Yorkshire HX6 4DG

### REGISTERED PROVIDER DETAILS

Name	The Committee of Ripponden Pre School
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### ORGANISATION DETAILS

Name	Ripponden Pre School
Address	Community Centre 5 Old Bank Ripponden, Sowerby Bridge West Yorkshire HX6 4DG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Ripponden Pre-school opened in 1986 as a voluntary playgroup. It operates in a community centre in Ripponden, near Halifax. The pre-school serves the local area. There are two play rooms, access to a kitchen, toilets and an outdoor play area. The pre-school has sole use of the premises during hours of operation.

The pre-school presently cares for 38 children aged two to five years of whom 19 three-year-olds and 8 four-year-olds are in receipt of nursery funding.

The pre-school offers sessional and full day care from Monday to Friday during term time, and a playscheme during the summer holidays. Pre-school sessions are from 09:15 until 11:45, and 12:45 until 15:15. The playscheme runs from 09:15 until 14:45. Children attending full day care remain on the premises for a packed lunch.

Four part-time staff work with the children at each session. The two playleaders hold a relevant level 3 qualification, and the other staff members hold a level 2 qualification, two of whom are working towards a level 3 qualification. The pre-school is managed by voluntary committee of parents of children attending. The setting receives support from the local authority and are members of the Pre-school Learning Alliance.

### How good is the Day Care?

Ripponden Pre-school provides good quality care for children.

A committed and enthusiastic team of staff work well together to support the children and provide a secure and welcoming environment. They have a good knowledge of the National Standards and the Foundation Stage, and high priority is given to staff training. They have an awareness of health and safety issues, and documentation is being further developed to support this. Staff have a very good awareness of individual children's needs and ensure these are met. Equal opportunities are promoted within the setting, and children with special needs are supported and integrated. There is an effective policy for the management of children's behaviour.

This is implemented and ensures consistency, and praise is used to encourage positive behaviour.

A wide range of toys, equipment and activities are provided for children's choice, and these offer appropriate challenge for a variety of abilities. Effective children's observation and records are in place, and individual children's learning and development are incorporated into the planning of activities and themes. Staff's participation and interaction with the children is excellent, and friendly relationships are maintained. Children are confident and happy.

Trusting partnerships are established with parents and carers. Information is exchanged verbally daily, through informative written records, and through regular meetings with the keyworker. Confidentiality is maintained. Information about the setting and policies and procedures are included in a welcome pack, and there are notice boards and newsletters. A supportive parent committee is actively involved in the management of the setting. All required policies and procedures are in place, pertinent to the setting, and up to date.

#### **What has improved since the last inspection?**

The pre-school has addressed all issues raised at the last inspection. The setting has adopted a good recruitment and vetting procedure and has improved staff records to show training and development of staff. The safety of all persons on the premises is enhanced by improvement to registers of attendance that now show times of arrival and departure, and effective emergency evacuation procedures are practised regularly. The safety of children during outdoor activities has been improved by adopting a written procedure for outings, and enclosing an outdoor play area. Advice from the fire department has been sought regarding smoke detectors. Child protection training has been attended, and the designated person keeps up to date with advice and legislation.

#### **What is being done well?**

- Staff have a very good knowledge of the National Standards and Foundation Stage, high priority being given to staff training and development.
- The conscientious staff team work well together and they are committed to caring for and supporting the children. The interaction and participation in the play is excellent and enhances all aspects of the children's development.
- Individual children are all valued and excellent attention is given to meeting their needs. Staff ensure that children's independence and self-esteem is valued and provide a foundation for developing their skills and confidence in all aspects of learning through play.
- A focussed selection of toys and activities is presented in an environment where children are encouraged to make choices.
- Planning is effective and ensures that all areas of learning are met. Evaluative observations on individual children are recorded and informative individual records of achievement that are shared between their keyworker

and parents.

**An aspect of outstanding practice:**

The staff have a very good awareness of individual children's stage of development and learning, and make valid assessments that impact upon the planning of appropriate activities and the level of staff interaction. This ensures that children are encouraged to progress at their own pace and reach their full potential (Standard 3).

**What needs to be improved?**

- the risk assessments, to include all aspects of safety within the setting
- the presentation of the designated area for children's rest and relaxation
- the operational plan.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Further develop the operational plan and make this available for parents.
4	Improve the presentation of the area designated for children's rest and relaxation.
6	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.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Ripponden Playgroup provides a stimulating environment where children are happy, confident and well-motivated and are making very good progress towards the early learning goals.

The quality of teaching is very good. Relationships with children are warm, friendly and supportive. Staff work very well as a team, they are very enthusiastic in their approach and are effectively deployed within the setting. They present interesting, purposeful and focussed activities to support and extend children's learning. They use effective questioning and set appropriate challenges to allow all children to develop to their full potential. Detailed planning, observation and record keeping covers all areas of learning, and staff have a sound knowledge of the Foundation stage. High priority is given to promoting children's independence, manners and good behaviour.

Leadership and management of the playgroup is very good. The management demonstrates a commitment to offer a high standard of service for parents, and staff are encouraged to attend ongoing training. Regular staff meetings and staff appraisals are instrumental in monitoring the setting to evaluate the effectiveness of staff and activities and ensure a positive impact on the children. There are good systems in place to support and integrate children with special needs.

Partnership with parents is very good. The keyworker system works well and parents are encouraged to be involved in their child's learning in a variety of ways. Very good information is provided for parents regarding their child's progress, the setting and the Foundation Stage through formal and informal discussions, and written communication.

### **What is being done well?**

- Children are confident, sociable and happy, and are able to sustain good relationships with each other and the staff. Staff give high priority to promoting children's personal, social and emotional well-being as being a firm foundation for a basis to further children's learning and development in the other areas.
- Children are curious and interested learners and use their senses well to explore and discover the natural world. Excellent use and discussion is made of real materials and living things and children are encouraged to observe and talk about their findings.
- Children are developing good manners and behaviour within the setting, children show concern for each other, and their self esteem is fostered.
- Staff work together very well as a team and are actively involved in children's play and learning. They share in children's enthusiasm, extending and

challenging children's development through effective questioning skills. They support and facilitate children's development through planned stimulating and focussed activities.

- Parents are kept informed of the setting, planning of activities, and their child's progress by way of established and effective communication systems. They find staff approachable, friendly and caring.
- The keyworker system encompasses individual children's stage of learning and understanding, and indicates, plans and evaluates the next step of learning and development.

#### **What needs to be improved?**

- opportunities for children to relate writing to different purposes throughout the setting.
- opportunities for children to explore music through instruments and movement.

#### **What has improved since the last inspection?**

At the last inspection there were no key issues to address.

The playgroup was asked to develop strategies to encourage children to speak quietly in groups, and to plan small group sessions in physical development activities. An action plan was drawn up and has been monitored.

The playgroup has introduced a 'good listening' policy that was observed during the inspection. All children understand and give consideration to others during story time, and praise is given for good listening and speaking skills. Children show awareness and respect for other children's input. More equipment has been purchased for physical development, the local playground is frequently accessed, obstacle courses are set up regularly, and outdoor play is included in planning, ensuring that individual children's physical developmental needs are being met.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are developing many self-help skills, independency in a variety of situations. They are confident, happy and settled, Children are well-motivated and enthusiastic to learn, they interact and co-operate well with their peers. Staff help them to feel secure and maintain confident, friendly relationships, fostering their self-esteem and confidence. Children behave very well, share and demonstrate good manners, and show consideration and respect for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact confidently and talk using fluent sentences. They are able to recognise and write their names and some are reading words and sentences confidently, although some activities are not extended to include opportunities to write for different purposes. They enjoy listening to stories, songs and rhymes and join in enthusiastically. Children are very confident in making marks, and are able to form recognisable shapes, letters and words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing a good understanding of the concept of number, full use is made of opportunities to allow children to describe and compare shape, position, size and quantity. Children recognise numerals. They use positional language in play with sand and construction. Most children are able to count up to 10 and beyond and are beginning to do simple calculations of addition and subtraction through play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are developing a good understanding of nature and living things through activities that foster curiosity and develop their senses, such as planting and feeding birds. They use a range of tools and technology confidently and competently. Children have developed good skills when using the computer and construction materials. Children have a good sense of time and place, they regularly visit local places, and confidently recall past and present events in their lives.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently, with pleasure and control, they are very well aware of their personal space. They successfully negotiate space when playing outdoors and are able to develop co-ordination and balancing skills through activities with balls, hoola hoops etc, although there are limited opportunities to explore movement to music. They are aware of their own personal needs. Children are able to handle a variety of tools adeptly for activity such as markmaking and construction.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy expressing their ideas, designing and constructing through activities such as brio meccano, paint, collage and sand play. Children's spontaneous imaginative play is nurtured, and they use their imagination through role play with resources. Children are eager to describe what they see, hear, smell, touch and feel, such as handling real vegetables that enhanced the play provision.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improve the following:-
- increase the opportunities for children to relate writing to different purposes throughout the setting.
- further develop the opportunities for children to explore music and rhythm through instruments and movement.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*