



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309441

DfES Number: 511393

### INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Janet, Elizabeth Singleton

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ribchester Nursery School
Setting Address	St Peter & St Paul Parish Centre Stydd Lane Ribchester Lancashire PR3 3YQ

### REGISTERED PROVIDER DETAILS

Name	Mrs Julie Patricia Joyce
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## 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

Ribchester Nursery school opened as a private day nursery in 1996 and is housed in a converted school which is a shared community building run by a church committee. It serves a small village community and surrounding villages.

The nursery has the use of a playroom, kitchen, toilet facilities and occasional use of the main hall. There is a secure outdoor play providing opportunities for physical play.

There are 32 children on roll including 14 funded three-year-old and 13 funded four-year-old children. There are no children attending who have English as an additional language; provision is made for those children with special educational needs. The children attend on a full and part time basis. The nursery is open from 08:30 until 16:00 Monday to Friday, term time only.

There are 5 staff available to work with the children all of whom have had training in early years. There is a volunteer worker who attends also. Most staff are qualified in first aid. The provider is a qualified teacher who has completed a professional qualification in Early Years Specialism.

The setting receives support from the early years partnership.

### How good is the Day Care?

Ribchester nursery school provides good care for children.

The organisation of resources is effective with staff fully aware of their roles and responsibilities. The setting is divided into areas of play each being changed regularly to provide a variation in their use. The setting is warm and welcoming being enhanced with displays of the children's work. All documentation required for the safe running of the setting was in place however not all information is kept regarding the recording of the times of attendance of the children.

Staff have a good understanding of health and safety and ensure procedures are followed. There are risk assessments for each area of the setting thus further improving the safety for the children. Policies are in place to ensure equality of opportunity is reflected in practice and that children who have special needs are fully integrated into the setting.

There are appropriate and varied opportunities provided through a wide range of planned and free play activities thus promoting children's overall development. Staff interaction is positive and offers high levels of support ensuring children have the assistance should they require it. There is a consistent approach to the management of behaviour. Children are well mannered and polite and show consideration for the needs of others.

Parents are provided with information about the setting. There is a reading scheme to assist with developing links with home. In discussion parents feel informed and involved thus promoting an effective relationship with them.

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

At the last inspection the setting agreed to improve documentation, ensure there is a deputy in place, ensure there is a person qualified in first aid on the premises, further improve health and safety matters and appoint a person who has responsibility for child protection.

The documentation has been reviewed and updated to meet the national standards. A person has been named to take responsibility for child protection and all staff have been trained in first aid. The health and safety matters have been addressed with assistance sought from external agencies i.e. the environmental health department.

The above action ensures documentation meets the national standards. The appointment of the key staff ensures there is always a member of staff to take responsibility for the setting. The improvements in health and safety ensure the children can play in a safe environment.

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

- A wide variety of activities and play materials are provided for the children to choose from. The activities provided include all areas of development with a balance of adult led and child led opportunities.
- Staff interaction is positive and staff actively promote conversation with the children. They use open-ended questions effectively to promote children's thinking.
- There is a consistent approach by all staff to the management of the children's behaviour. Staff ensure praise is used appropriately and act as good role models. The children are well mannered and polite with the older children taking responsibility for their own behaviour.
- Sensitive support is given to the less confident children. Staff support children through good eye contact, praise and encouragement. This assists children

to attempt experiences in a safe and secure environment promoting their self confidence and self esteem.

- The partnership with parents is good. Parents feel informed and involved in their child's development. They are encouraged to take part in the reading scheme and continue topics at home building links between the home and setting.
- There is a positive approach to the health and safety of the children. Staff ensure children are supervised at all times and safety rules are enforced i.e. no running. Children are made aware of the need to protect themselves from the sun.

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

- Documentation in regard to the times of attendance of the children

#### **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	ensure the daily register is completed accurately showing the actual times of attendance of the children.

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

### How effective is the nursery education?

Ribchester nursery school provides very good quality nursery education overall which enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a good understanding of the early learning goals. The curriculum planning is effective being linked to the assessment procedure. Use of the assessments is constructive and informs future planning. There is a balance of adult led and child led activities for children and these cover all aspects of learning. The activities provided allow children to make choices, experiment and explore, thus promoting their overall learning. Staff encourage children by asking sensitive questions and supporting them in their learning. The staff have high expectations of the children's behaviour with the children being polite and well mannered. Some four-year-old children are beginning to take responsibility for their behaviour. Staff foster the children's self esteem through the positive use of praise and have good relationships with the children. The special educational needs co-ordinator has regard for the code of practice and for the identification and assessment of children with special needs. The support for the less confident children is sensitive and consistent.

Leadership and management is very good. There is strong leadership of the setting, staff are clear about their roles and responsibilities. Training is encouraged for all staff who work well together as a team and support each other in their roles. Activities are evaluated and there is a commitment to continuous improvement and the needs of the children.

Partnership with parents is very good. Parents feel informed and involved in their child's progress. They receive useful information about the foundation stage. Parents take part in the home reading scheme thus making links between the setting and the child's home.

### What is being done well?

- Staff have a clear understanding of the early learning goals which leads to well planned, high quality activities which promote the children's learning in all area's. Staff interaction is positive, sensitive and appropriate and thus fosters the children's self esteem and self-confidence.
- Children are very confident, motivated and interested to learn. They sit quietly during focussed activities and are eager to participate in adult led activities.
- Children's mathematical development and understanding of numbers is promoted throughout everyday activities. They compare and recognise numbers, with a high level of confidence, and use mathematical language during the focussed activities.

- Children's communication and language skills are very good. They use language for discussion and negotiation, to seek information and to ask questions. They are beginning to link sounds to letters and use their knowledge to sound out words. They are confident to try new words with a degree of competence.
- Parents are well informed about the provision and about their child's progress. They feel fully informed and are involved in their child's learning.
- Staff have high expectations of children's behaviour, applying well-established routines to order their conduct and behaviour for which staff provide good role models.

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

- Opportunities for the more able children to further their independence during snack time.

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

Progress since the last inspection is very good. The setting agreed to provide opportunities to enable children to develop an awareness of other cultures and traditions and to ensure staff training needs are met and they are provided with opportunities to participate with further training needs.

The setting now provides a range of activities and opportunities for children to learn about and take part in a range of celebrations and festivals of other cultures. They are provided with stories, music and photographs to assist them in learning about diversity.

Staff are given access to training and a record of training attended is now kept. Advice and assistance is sought from external agencies regarding accessing training.

The progress made in addressing these issues further improves the opportunities for children to learn about diversity and has a positive effect on the skill level of the staff. Therefore the action has contributed to raising standards within the setting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated and interested to learn in all activities. They show independence in selecting resources and in their personal hygiene. They form good relationships with other children and adults and sit quietly and concentrate during focussed activities. They work well as a group and understand sharing and taking turns. The children are well behaved and show respect for others. Their personal independence could be further developed especially for the older children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and show an awareness of text having meaning. They use language for negotiation and discussion engaging in meaningful conversation. They are linking sounds to letters and recognise their name on their name card. They practice writing at the mark making table and during focussed activities. They make a concentrated effort to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children count to 10 with four-year-olds counting beyond. The children practice counting and compare numbers in everyday activities. They learn about shapes during focussed activities and recognise circle, square and triangle competently. They discuss the make up of shapes and recognise they have a top, bottom and sides. They sort buttons and pebbles and learn numbers do not change and can be used to solve mathematical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use information and communication technology and learn about operational procedures. They explore the correct use of electrical equipment and the procedures to be followed i.e. switching on and off. They talk about everyday events in their own lives and those of other people. They explore malleable materials and textures in the sand and dough. They learn about the features of living things through topics such as the mini beast activity.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing control over their bodies and move confidently with co-ordination. They match movements to music and interpret the movement of the mini-beast thus promoting their co-ordination and control. They understand the need to protect their bodies from the sun and the need to ensure hygiene practices are followed before eating and after messy activities. They enjoy and learn to handle tools in the malleable tools.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children sing songs from memory and sing spontaneously during their play. They use their imagination in the role-play and dressing up areas acting out roles both real and imaginary. They experiment with colour and colour mixing and learn how colours can be changed. They make models using a variety of textures and materials, both man made and natural, in 2 and 3 dimensional forms.	
<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 key issues.
- Point for consideration.
- Consideration to be given to increasing children's independence, for the more able children, during snack time.

*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.*