

Ridings Pre-School

Inspection report for early years provision

Unique reference number	206845
Inspection date	31/03/2011
Inspector	Jean Otter
Setting address	The Old School, Flood Street, Ockbrook, Derbyshire, DE72 3RF
Telephone number	01332 670808
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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

Ridings Pre-School opened in 1967. It is committee run and operates from the old village school in Ockbrook, Derbyshire. The setting serves the village and surrounding area. Children share a secure enclosed outdoor play area.

The setting opens five days a week during school term time. Full day care is on Monday to Thursday at 9.00am to 3.15pm. Sessions are from 9.00am to 11.30am Monday to Friday at 12.45pm to 3.15pm Monday to Thursday. A daily lunch club operates between sessions.

A maximum of 26 children may attend the pre-school at any one time. There are currently 65 children in the Early Years Foundation Stage on roll, who attend on a part-time basis. This includes 32 children who receive funding for early education. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting currently supports children with special educational needs and/or disabilities.

The pre-school employs 12 part-time staff who work with the children. All of the staff hold appropriate early years qualifications. The pre-school is managed by trustees and a parental committee, who delegate day to day responsibility to the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Ridings Pre-school provides very effectively for children in the Early Years Foundation Stage. Staff create a safe, fully inclusive, enabling and welcoming environment so that all children benefit and enjoy the significant wealth of activities and experiences. The exceptional organisation of planning for individual children's learning and development ensures all children make excellent progress. The pre-school is pro-active in developing partnerships with parents, other professionals and early years providers. Self-evaluation is comprehensive and effectively supports the high standards observed at the setting.

What steps need to be taken to improve provision further?

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

- consider the outdoor play in relation to providing further challenge to older and the most able children

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. Staff training in this area is regularly up-dated and consequently staff demonstrate a very clear understanding of the procedures and how to implement them in order to protect children from harm. Children feel safe in the setting as staff practice safe routines and teach children how to keep themselves safe from injury.

The manager of the setting demonstrates excellent organisational and managerial skills, using self-evaluation systems exceptionally well to monitor and evaluate the provision accurately. Staff support children's learning very well and successfully implement the principles of the Early Years Foundation Stage framework. Parents and carers of the children are valued and supported as partners in their children's learning. They are given good information about policies and procedures, and how learning and developmental opportunities are created and implemented within the setting. They are invited to add their knowledge and skills to enhance their children's experiences. Comprehensive links are formed with other professionals to ensure each child's needs are met and contact is made with local schools in the area to support transition to school. The introduction of 'Care and Share' books support consistency of care when children attend other settings. The staff and committee work well together in the best interests of the setting and children.

Staff training and development is a very strong area and systems are in place to ensure staff are highly motivated and skilled.

All necessary documentation for the safe and efficient management of the setting is in place and all staff and volunteers are vetted. Children are very well supervised and staff move around the areas talking to and observing children, effectively engaging in their play. Staff share the tasks of guiding the play and routines and communicate well as a team to ensure the smooth running of the setting.

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

Children are provided with excellent opportunities to investigate, explore and use their creativity and imagination. Activities, discussion groups and outdoor play is used skillfully to extend their knowledge of the wider world. Numbers and shapes are used consistently and language to describe comparisons and measure is introduced well. Role play, tools and materials are used creatively and there are varied opportunities for children to develop skills in mark making, to engage in story telling and learn new technology which supports them to make very rapid progress across all areas of learning. The environment is resource rich both indoors and outside and children have access to a wide range of supplementary resources.

Activities are exceptionally well planned and organised, taking into account children's individual interests and ideas. Staff securely base their observations and

assessments on what children enjoy and can do, taking into account their 'starting points'. They observe children as they play, using their observations to ensure that each child's needs are being met and to skillfully plan the next steps in their learning. Staff are aware of the learning intentions of the activities provided and each of the six areas of learning are thoroughly covered. Staff ensure parents and carers have opportunities to talk to them, both informally on a daily basis and on more formal occasions, where they can share detailed information about the child's care, well being and progress. Staff use excellent communication with the children, they ask open ended questions and present high levels of challenge. Children listen to and use a wide range of vocabulary and as a result are keen to express their ideas and feelings through discussion. Children make good relationships and play and work well together, learning to negotiate and problem solve as individuals and within a larger group, which develops their confidence and self-esteem. They are encouraged to make choices and decisions for themselves. They learn to respect and value people's differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year. Children with special educational needs/disabilities are fully supported within this inclusive setting where individualised learning is nurtured well and each child is highly valued and respected.

Staff create a safe and welcoming environment where risk assessments are detailed and robust and support children's health and safety very well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating through projects and discussion. The planning includes a system of free-flow play that allows children to choose whether they play indoors or outside. The resources provided outdoors ensure the learning opportunities reflect those of indoors. Physical play and outdoor exploration which includes looking at wildlife and planting is well provided for. Consideration is to be given as to how the older and more able children can be further challenged in their physical play.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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