

# Ribby Hall Nursery and Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	309747
<b>Inspection date</b>	31/05/2011
<b>Inspector</b>	Ferroza Saiyed

<b>Setting address</b>	Ribby Road, Wrea Green, Preston, Lancashire, PR4 2PR
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Ribby Hall Nursery and Preschool has been registered since 2002. The setting is part of the Ribby Hall Holiday Park. It is situated in the village of Wrea Green on the outskirts of Kirkham, in Lancashire, close to the M55 motorway. Ribby Hall sport and leisure, offer full day care and a holiday club. The building is a purpose built sports centre, with the nursery facility attached to the complex. The nursery is purpose built being self-contained with its own enclosed outdoor play area. The holiday club is sport orientated and is based within the main complex, having access to other facilities within the park. The holiday club is based in a room above the nursery with its own entrance. There is also an office area and separate facilities for staff.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 55 children under eight years at any one time. The nursery may care for no more than 31 children in the early years age range, of which only seven maybe under two years. The nursery operates five days a week Monday to Friday, all year round excluding bank holidays. Opening hours are between 8am to 5.30pm. The holiday club operates five days a week from 8.30am to 5.30pm during school holidays only. There are currently 80 children on roll. Of these 50 are in the early years age range. There are 20 children attending who are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities, or children who speak English as an additional language.

There are seven members of staff, including the manager, who work directly with the children. Six of the staff hold appropriate early years qualifications. A manager who is qualified and experienced in childcare is employed to oversee both provisions. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The nursery and holiday club provides a relaxed and friendly environment with a good range of resources to support children's learning and development. Staff show a sound understanding of the Early Years Foundation Stage and offer an inclusive service to meet and support children's individual needs. As a result, children make acceptable progress towards the early learning goals. Children's welfare is important to the setting, however, some required documents are missing and the risk assessments does not identify potential hazards. Partnership with parents is working very well and there are good links with others. Staff have some awareness of areas for development, but they have not developed any procedures to evaluate and monitor their practice.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- carry out full risk assessment for each type outing (safeguarding & welfare) (also applies to both parts of the Childcare Register) 23/06/2011
- take steps to prevent intruders entering the premises (safeguarding & welfare) (also applies to both parts of the Childcare Register). 31/05/2011

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

- review the system for obtaining information about children's learning and developmental starting points in order to further develop the system for observing and assessing children's progress
- develop a system of self-evaluation in order to help to promote continuous improvement to the provision and outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of the requirements for reporting any child protection concerns and safeguarding policies are effectively implemented. Inclusive practice is well applied, ensuring that all children feel welcomed, valued and have their individual needs met by informed staff. There are sound procedures in place for selection and recruitment and for ensuring all staff are suitably checked. Induction for staff is rigorous. Staff work well together and show a commitment to personal development through training. Staff carry out daily risk assessment checks of the premises. However, the risk assessment record does not identify all hazards, such as the entrance to the holiday club and risk assessments for each type of outing have not been completed. This compromises children safety and welfare. This is a breach of the legal requirement.

One of the setting's strengths is working in partnerships with parents and other agencies, such as statutory and voluntary bodies, so as to provide a seamless service to all children. This is particularly evident for children attending who have special educational needs and/or disabilities. This means the needs of children are met well and all are able to participate in the full range of activities provided. Parents are encouraged to get involved in their children's learning as they take home a doll and encourage children to talk about what they have done with them at home. However, the systems to find out about children's starting points in relation to their learning and development are not fully robust.

Recommendations raised at the previous inspection have been positively addressed. This helps to promote outcomes for children. Staff discuss their practice with each other and with early years advisors. As yet there is no real system in place to identify and address areas for development. There is a wide selection of resources, including those reflecting the wider world, to promote independent choice.

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

Children enjoy their time in the setting and show interest in the appropriately challenging activities. They relate well to the staff who gives them a lot of one-to-one attention. Staff have satisfactory knowledge of the Early Years Foundation Stage to record observations on the children in their care. Children have individual files in place, which include colourful photographs and observation sheets. The recording system for the children's learning journey is to be further developed to track their progress more effectively. Children initiate their own learning competently as they make choices from the wide range of resources and activities. The learning environment is stimulating with displays of children's work, reflecting the range of opportunities within the setting. This contributes to children's increasing confidence and self-esteem. The needs of all children are recognised and catered for with support for those with special educational needs, as well as those children who are more able, so they are challenged and continue to make progress. This means that children's learning is tailored to meet their individual needs and learning styles.

Children's physical development is extremely well provided for in the outdoor play area. Children are excited, as they make a spaceship using the cone shaped feature and foil. Staff promote their imagination by counting down as the spaceship lifts off. Children are delighted and pretend to be in space, describing what they can see, such as, aliens and monsters. Staff encourage children as they too become involved in the activity. Children carry this enthusiasm through and enjoy creative experiences and use their imaginations well through junk modelling as they make rocket and spaceship.

Children are developing an interest in books and happily sit in the book corner looking at books with staff. They enjoy story time and respond appropriately. Children confidently practise their writing skills as they access a range of tools to make marks, using notepads, paper, brushes, pens and pencils to write their own name and draw. Babies and toddlers enjoy sensory experiences, such as, playing with treasure baskets, coloured bottles and textured materials. They have great fun as they enjoy exploring the gloop, oat, pasta and paint. Staff are proactive in their interactions with children, but also skilfully step back when they recognise that children need space for self-discovery and contemplation. Staff repeat words back to the children to enhance their vocabulary. Toddlers enjoy vocalising as the staff initiates conversation and reinforces their attempt to speak.

Children learn the importance of fresh air and exercise being good for their health and well-being. Children enjoy playing outdoors, as they also enjoy jumping and balancing on tyres. Staff have a very good understanding of the importance of providing a healthy diet and this is supported by exciting and fun activities. For example, children plant vegetables and fruits and enjoy having them as snacks. Children learn to keep themselves safe through gentle reminders from staff not to run in the setting, to be careful and are encouraged to help tidy up to keep the space safe. Children learn about etiquette and social manners as they sit at

mealtimes. Regular praise and encouragement helps to promote children's self-esteem and promotes positive behaviour. Children are developing many skills that will contribute to their future economic well-being. For example, they are eager to use programmable toys and they become increasingly confident in using interactive resources.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 23/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 23/06/2011