

# Ribchester Nursery School

Inspection report for early years provision

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| <b>Unique reference number</b> | 309441          |
| <b>Inspection date</b>         | 15/12/2011      |
| <b>Inspector</b>               | Denise Sixsmith |

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|-------------------------|--|
| <b>Setting address</b>  | St Peter & St Paul Parish Centre, Stydd Lane, Ribchester,<br>Lancashire, PR3 3YQ |
| <b>Telephone number</b> | 01254 878 288  |
| <b>Email</b>            |  |
| <b>Type of setting</b>  | Childcare - Non-Domestic   |

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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**

Ribchester Nursery School registered as a private day nursery in 1986 and is housed in a converted school which is a shared community building run by a church committee. The nursery is owned by a private provider and serves the local community of Ribchester, Lancashire. Children have access to a main playroom, toilets and an outdoor play area. Staff facilities and a food preparation area are available. The nursery is open each weekday from 9am to 3.15pm during term times only.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 24 children aged from two years may attend the nursery at any one time. There are currently 27 children on roll in the early years age range, some in part time places. The nursery provides a service for children with special educational needs and/or disabilities. Funded early years education is provided for three and four-year-olds.

There are five members of staff, including the provider who is the manager. Four of the staff hold early years qualifications to level 2 and level 3. The provider is a qualified teacher who has completed a professional qualification in early years and achieved Early Years Professional Status. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

The experienced staff team know their key children's abilities very well and support children's needs effectively. All children are valued and included in this warm and welcoming environment. A broad range of resources enhance the care provided and assist children to make good progress in their learning and development. Ongoing self-evaluation supports continuous improvement. Good links with parents ensure that they are kept well informed about their children's progress and links with other providers are developing.

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

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

- build on the current system to further develop the flow of information of children's learning and development with other providers of the Early Years Foundation Stage
- review the system for updating documentation to ensure that there is consistency in recording information when new documentation is introduced.

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

Staff are committed, enthusiastic and skilful practitioners. They follow effective procedures to safeguard the children in their care well. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report such concerns. Staff receive regular training to make sure that their knowledge and understanding remains current. Safe arrivals and departures further safeguard children. Staff ensure that required records, policies and procedures are in place, however, information has not been recorded onto newly introduced enrolment forms in some instances. Risk assessments are undertaken of all child accessible areas and of activities they undertake to ensure they are as safe as possible at the nursery. All necessary fire safety equipment is in place and regular drills are held to ensure that children and staff know what to do in the event of a fire or an emergency. All staff hold an up to date first aid certificate.

The environment is conducive to learning as it is bright, welcoming and well cared for. Indoor resources and child-height storage are good and are used very well to achieve planned goals in learning and development. The nursery school takes appropriate steps to ensure resources and environments are sustainable. For example, the management and staff have plans to complete Lancashire's quality assurance award at the start of the new year. The manager and staff place the promotion of equality of opportunity at the centre of their work. They effectively and actively promote equality and diversity and tackle unfair discrimination. Children are effectively helped to learn about and understand the society in which they live. Staff have a very good knowledge of each child's backgrounds and needs. Consequently, outcomes for children and their experiences are positive. Recommendations set at the last inspection have been implemented to improve the learning opportunities and welfare of the children. Staff work very well with other professionals to ensure a good support system is in place for children and families. However, links with other providers delivering the Early Years Foundation Stage to the children are less well developed. The systems for evaluating the service ensure that achievable steps are in place to promote improvement and quality.

Good partnerships are in place with parents. Staff are proactive in sharing information with parents about their children's learning and development. For example through noticeboards, newsletters and ongoing daily discussions to ensure that parents are informed about the nursery activities and their children's welfare. This ensures that parents and their child's key person effectively build on what children know and can do. Parents state that 'staff are all very friendly and approachable, informative and polite and the nursery is a beautiful and lovely place for children'. They all value the staff commitment to ensuring their children settle well, and that children thoroughly enjoy themselves while at the nursery school.

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

All children make good progress in their learning and development. Good written observations, photographs and samples of children's creations are combined into a learning journey record for each child. Children are happy, settled and eager to learn and frequently help to organise their own play. Staff are readily on hand to support and enhance learning opportunities as they arise. This ensures that children make good progress in developing the skills they need for future learning. Children readily link sounds and letters, confidently sing songs and write their names on their artwork. Children enjoy exploring number language as they say number names in sequence and count the number of times they can hop on one foot. Problem solving is undertaken regularly during all aspects of their play and daily routine. For example, as children help to prepare snack they count out enough bowls and match them to the name cards of children present. Staff ask sensitive open-ended questions, extending play and promoting the children's thinking and communication skills very well.

Children are confident in the nursery and make choices, for example, deciding if they wish to join in the den building outside or make 'reindeer' food with a member of staff inside. The well-resourced indoor and outdoor areas enable children to use their imagination very well. Children practice their construction and negotiating skills as they help each other to build a den with materials a wooden frame and pegs. They learn to take risks as they ride around the paved area, build with the large-scale crates and tyres or creatively paint the wall with large brushes and water. Younger children work well alongside older children and enjoy role play in the home corner and playing in the large pasta-filled tray or with the play water. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity. For example, through books, jigsaws and posters that are incorporated into daily resources. Outings around the village and local community enhance their knowledge and understanding of the wider world.

Children demonstrate a positive willingness to keep themselves and others safe through their good behaviour. They show a strong sense of security and belonging to the nursery school. Very good examples are set by staff, as a result, children are extremely well-behaved, polite, kind to one another and are learning right from wrong. Children follow simple safety rules and practise evacuation drills to ensure they know what to do in an emergency. They are developing a good awareness of the importance of following appropriate hygiene procedures to maintain good health. Hand washing is undertaken thoroughly at appropriate times with support from adults as required and children help themselves to drinks throughout the day. Children develop independence and social skills very well, as they put on their wellington boots, coats and hats to keep themselves warm as they state it is 'chilly, chilly, chilly' outside. They readily tuck into a range of snack items that promote 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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