

# Ropery Pre-school and Day Nursery

Inspection report for early years provision

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**Unique reference number** EY314044  
**Inspection date** 16/03/2012  
**Inspector** Melanie Arnold

**Setting address** North Marsh Road, Gainsborough, Lincolnshire, DN21 2RR

**Telephone number** 01427 614278

**Email**

**Type of setting** 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

Ropery Pre-school and Day Nursery has been registered since August 2005. It is run by the Pre-School Learning Alliance. It operates from a purpose-built unit within the Gainsborough Early Years Children's Centre, situated close to the town centre of Gainsborough, Lincolnshire. There is a pre-school room for children aged from 2 to under 5 years and a baby room for children up to 2 years. There is a kitchen, utility room, staff room, toilets, nappy changing and storage facilities. There are two enclosed areas for outside play each with a covered area to enable outside play in all weather. The setting serves the local community and surrounding areas. It opens each weekday from 8am to 5pm for 50 weeks of the year.

A maximum of 33 children under eight years may attend the setting at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives funding for two- three- and four-year-olds. There are currently 115 children on roll in the early years age range. The provision supports children who have special needs and/or disabilities and who speak English as an additional language.

There are 15 core childcare staff who work with the children. Of these, both managers hold appropriate early years qualifications at level 4; ten staff hold appropriate early years qualifications at level 3; and one member of staff holds an appropriate early years qualifications at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported and their individual needs are fully met as partnership working in the wider context is effective. The organisation of the environment and activities is mainly good, which ensures each child is enabled to make progress within all areas of learning. Robust policies and procedures are implemented well by staff to safeguard children and promote their welfare. The setting has developed their practice since the last inspection, improving outcomes for children. They use a clear process of self-evaluation to monitor their practice and procedures in all areas, leading to continuous improvement.

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

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

- provide further opportunities for children to share and enjoy a wider range of fiction and non-fiction books
- develop further the organisation of small group times to ensure all children are fully involved, supported and challenged during adult-led activities.

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

Children are happy and settled, showing confidence in their surroundings as they relate well to the caring, experienced staff team. Space and resources are organised generally well to meet children's individual needs. For example, children freely access a good range of developmentally appropriate toys and resources as they are cared for in two different rooms according to their age. All necessary records, documents and policies are in place and stored securely. They are thoroughly completed and implemented effectively by staff to protect children's health and safety. For example, the clear child protection policy is understood by staff, which helps to safeguard children from potential harm. The setting is also securely maintained, with robust risk assessment procedures in place to identify and minimise potential hazards. Clear recruitment and vetting procedures are followed to ensure the suitability of the staff team, with new staff undergoing a clear induction procedure when they first start. This ensures they are aware of their role and responsibilities within the setting, promoting continuity of care for children. Regular appraisal systems help to identify future training needs of staff, enabling them to keep up to date with current practice issues.

The setting promotes inclusion, valuing each child in line with their individual needs, backgrounds and beliefs. Activities are differentiated to ensure the participation of all children, which enables every child to reach their full potential. Staff work well with other providers and professionals to ensure children with special educational needs and/or disabilities are fully supported in line with their specific needs and abilities. Children's individuality is respected and valued because the setting works closely with parents and carers. Home visits are arranged before children start at the setting and when children transfer from one room to another, where the child's new key person visits the child and their family in their own home. This allows staff to begin to build a positive relationship with each family, where key information is exchanged to ensure children's ever changing individual needs are fully met. Discussions, notice board displays, daily diary books for younger children and parents' consultation evenings, keep parents and carers fully informed about their children's care, learning and development. Close links with other providers promotes continuity of care and learning for all children. The management team and staff work well together. This results in a motivated work force, where everyone has a clear vision and is committed to improving outcomes for children. The setting has developed their practice since the last inspection and they maintain good standards of care as they thoroughly monitor their practice and procedures through a robust system of self-evaluation. This leads to the identification of clear targets for future development, promoting continuous improvement.

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

Children are cared for in a safe, well-maintained setting. Effective health and hygiene routines and a clear illness and exclusion policy help to protect children's well-being by minimising the risk of cross infection. Children are encouraged to make healthy choices through the provision of nutritious meals and snacks, which are freshly prepared and cooked each day to meet their dietary requirements. At meal and snack times, older children are learning to be independent as they pour their own drinks and babies are encouraged to feed themselves, with staff offering assistance where needed. Children also learn about healthy eating as they plant and grow their own fruit and vegetables in the outdoor environment. Children benefit from opportunities to freely access outdoor play throughout the session, where they engage in lots of physical play experiences to promote their well-being. Supervision of children is good because staff are deployed effectively, which helps to keep children safe. Children's awareness of safety issues is promoted through staff allowing children to take calculated risks, discussions, activities and regular events. For example, babies are encouraged to climb up the steps of the activity centre and then go down the slide. Under the direct supervision of staff, older children show awareness of how to safely use designated child safety knives when cutting their own fruit at snack time. Children play cooperatively and socialise well with their peers. Their behaviour is predominantly good as staff offer regular praise and encouragement. Children are beginning to learn the difference between right from wrong as staff encourage children to learn to solve problems for themselves. Children's awareness of differences and diversity is effectively promoted through their play, discussions and planned activities.

Children are making good progress in their learning and development. They have fun participating in a good range of hands-on learning experiences, which are planned in line with their interests. The effective use of observation and assessments monitors children's progress, with staff using this information to build on what children can already do as they identify and plan for individual children's next steps for learning. This enables every child to reach their full potential. Children freely access a good range of developmentally appropriate toys and resources, mainly covering all areas of learning. However, a wide range of books is not yet provided, which limits children's opportunities to share and enjoy a selection of fiction and non-fiction books. Babies and toddlers enjoy investigating and exploring their environment through using their senses. For example, during sticking activities, babies use their hands to explore the glue as they spread it all over their picture and the table before sticking their pieces of material on. Older children also use their senses during activities, with staff providing real flowers for children to touch, smell and feel. Children learn the different parts of the flower as staff discuss this with them. Mark-making opportunities are provided for all children, with babies having fun using crayons on the low-level easel and older children having fun using paint brushes and water in the outdoor environment. Although older children engage in a suitable range of adult-led and child-initiated play opportunities, staff do not always fully prepare children for the change from one activity to another. This results in some children not fully benefiting from these small group activities. Also, the organisation and timing of some activities,

occasionally prevents children from fully getting the most out of the experience. For example, while one group of children happily engages in singing activities, another group of children are unable to fully listen to their story as the singing is quite loud. Counting activities are incorporated into the daily routine as older children count how many children are present during their planned key worker group time. Children's interest and use of technology is promoted as they freely access the computer to complete various programs, with staff offering assistance and support where needed.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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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### Outcomes for children in the Early Years Foundation Stage

<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**

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

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