

# Ripley Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112478
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	378492
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Georgina Beasley

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Isobel Harry
<b>Headteacher</b>	Cathy Naim
<b>Date of previous school inspection</b>	5 May 2009
<b>School address</b>	Sandham Lane Ripley Derbyshire DE5 3HE
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 14 lessons and nine early years practitioners were seen. Inspectors held meetings with representatives of the governing body and groups of staff. They observed the school's work, and looked at progress data, assessment information, improvement plans, monitoring reports, safeguarding procedures, children's work on display and their personal story books. Inspectors received and analysed 45 questionnaires from parents and carers and 18 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do teaching and curricular experiences promote successful learning and development in all aspects of problem solving, reasoning and number?
- How much progress do boys, children with special educational needs and/or disabilities, and gifted and talented children make in response to high-quality teaching and curricular experiences?
- How well has the school maintained strengths in care, guidance and support for children with special educational needs and/or disabilities and what impact do they have on children's personal and academic achievement?
- How well does the governing body challenge the nursery about its performance through its involvement in self-evaluation and school development planning processes?

## Information about the school

Ripley Nursery School is larger than average. Almost all of the children are from White British backgrounds. No children speak English as an additional language. The proportion of children with special educational needs and/or disabilities is above average. The nursery manages specially resourced provision for special educational needs for 12 children with complex needs including cerebral palsy, hearing and visual impairment, autism, global delay and speech and language difficulties. Children start nursery in the September, January or April after they become three and leave in the July or December after they become four. The nursery has Healthy School status and a Silver Eco-award. The nursery provides on-site childcare that is not managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****1****The school's capacity for sustained improvement****1**

## Main findings

Ripley Nursery is an outstanding school. Children thrive in the positive environment and are excited about their learning. Children are motivated to try new things because they feel safe and know that an adult is there to help them if they need it. Everyone has an acute understanding of how children learn and about each child's personal learning needs. Consequently, adults plan and organise a varied range of purposeful and fun activities for the children to enjoy. Every child is busily engaged in learning from the minute they step through the door until they leave at the end of the session.

High-quality care, guidance and support give every child equal opportunity to be involved in all planned activities, including children with complex special educational needs and/or disabilities who receive enhanced resources. As a result, outcomes for personal and academic achievement are high for all children. Learning and progress are excellent. By the time the children start school, a large majority are reaching the expected levels for their age in all areas of learning. The proportion reaching expected levels in their knowledge and understanding of shapes and measures and skills in solving problems with numbers is slightly lower. A good number are exceeding expected levels, especially in their personal, social and emotional development and in communication, language and literacy.

Teaching and curricular experiences are excellent. Achievement is outstanding. Indoor and outdoor environments support and challenge learning extremely well. Children have excellent opportunity to choose what and where to learn. Most are excited when it is time to learn outdoors and especially when they take part in Forest School and Gardening Club. The opportunity for children to be constantly active while at nursery engages boys in particular. As a result, boys achieve as well as girls in all areas of learning. Adults meet regularly to evaluate learning and to make activities more challenging for individual children so that everyone can achieve higher levels. This benefits all children, including those with special educational needs and/or disabilities and children with the potential to exceed expected levels. Discussions always focus on the progress of children who receive enhanced resources for their complex special needs to ensure that all adults know precisely what each child is learning and why. As a result, all adults intervene only when appropriate and so give the children freedom to try new activities with as much independence as possible. Excellent teaching, leadership and management, and highly-structured activities result in outstanding learning and progress and high attainment for this group of children.

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Adults make careful and detailed notes about what children do and say and use the information to ask questions that give children the chance to show what they understand. Adults then explain this understanding in words so that the children quickly start to develop the language they need to talk about what they are thinking and learning. Children are fully involved in reviewing their own and others' learning at the end of each session. They like receiving 'Golden Sunshines' that focus clearly on what the children have achieved for the first time. These are taken home so that parents and carers have good information about what their children have learned that day.

Leadership and management are outstanding. Staff work together highly effectively to plan and organise learning that meets the individual needs of every child. The governing body is fully involved in evaluating the nursery's work and subsequent improvement planning. Safeguarding procedures are excellent. Members of the governing body have attended training and work closely with staff to review all policies and procedures to ensure children's safety and welfare. All adults are diligent in following procedures and are clear about what to do in an emergency. Children and their families who occasionally find themselves in challenging circumstances receive excellent support to ensure children's welfare. Attendance is good and absence is always followed up. Reasons are not always recorded with sufficient clarity for the school to be clear whether this is due to the absence of particular children or groups of children, or due to usual childhood illnesses.

The nursery has excellent capacity to improve. Adults constantly reflect on their practice and are always looking for ways to improve. The nursery has a clear and accurate view of its improvement priorities, has a detailed plan of how to implement these and is clear about how it will know when it has been successful. The high-quality outcomes and provision have been sustained since the previous inspection and the nursery continues to improve. The nursery gives excellent value for money.

## **What does the school need to do to improve further?**

- Give children more opportunities to solve problems with numbers and learn about shapes and measures and so ensure that they make consistently excellent progress in all aspects of problem solving, reasoning and number.
- Analyse absence to identify trends and to find out the precise reasons for the occasional fall in attendance at different times of the year.

## **Outcomes for individuals and groups of children**

**1**

A large proportion of children start nursery with skills, knowledge and abilities below the level expected for their age. This is especially so in their speaking and emotional development. Learning and progress are excellent and exemplary in personal, social

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and emotional development and speaking, listening, reading and writing. Children confidently talk about and act out their favourite stories. Older children write some words themselves to record their learning, including writing their names on paintings and drawings. During the inspection, children were observed spelling words to describe the different textures of trees, grass and plants they found around the outside area. Because of the practical nature of this activity, boys as well as girls were motivated to write. Children's learning and progress in problem solving, reasoning and number are good. Children have excellent counting skills. Their knowledge and understanding of shapes and measures and ability to add and take away numbers to solve problems are good. Children who receive enhanced resources for their complex special educational needs are fully involved in all activities. They make excellent progress and most reach expected levels in those areas of learning that are not hindered by their difficulties and/or disabilities.

Children are confident and inquisitive learners in a very short time after starting nursery. All but a few are happy for their parents and carers to leave because there is so much for them to do and enjoy. Children share space and toys amicably because they know that there will always be time to have a turn. For their age, children have an extremely good awareness and respect for their own and others' feelings. Children know the importance of being kind. 'He's a kind boy,' one said when someone offered to share a soft toy during storytime. Songs, stories and role-play build the children's excellent awareness of cultures others than their own. They make an outstanding contribution to their learning by reviewing learning and contributing to the 'Golden Sunshines' handed out at the end of every session.

Children use space wisely, keeping themselves and others safe when climbing on equipment and riding trikes and pedal cars around the outside area. They look out for each other and especially for children with special educational needs and/or disabilities. For example, they give children with physical disabilities more room when they see them climbing independently on the climbing frame. They all know where they can and cannot play and follow these rules conscientiously. Minor fall-outs are handled extremely well by staff, so children soon understand the consequences of their actions on others' feelings. Parents and carers ensure their children arrive in nursery on time and most children attend regularly. Attendance is above average, but sometimes falls for short periods for a variety of reasons.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Children's attainment <sup>1</sup>	1
The quality of children's learning and their progress	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Adults plan with the children to ensure teaching and curricular experiences are tailored to each child's individual needs. High expectations and an in-depth knowledge of where and how to take children's learning forward form the basis of all planning and organisational decisions. Children are given choice within a high-quality learning environment. Adults observe, listen and note learning. They use the information to evaluate constantly children's learning and to interact at just the right moment with a question or idea to move learning forward. Strong focus is placed on organising activities to meet the different ways children prefer to learn. Boys in particular benefit from the active and practical learning opportunities.

Although they meet informally every day, adults meet formally every two weeks to evaluate curricular experiences and to plan whether to extend, change or plan new activities for the children to enjoy. Planning to develop the children's knowledge and understanding of shapes, measures and solving number problems is not as detailed as in other areas of learning. The Forest School enables children to learn about the world around them through practical and active learning. The school successfully gained a Silver Eco-award in recognition of how it involves children, staff and parents and carers in its recycling and composting activities. Gardening club and growing vegetables on the allotment promote children's excellent understanding about healthy eating.

Children who sometimes have challenging circumstances in their lives benefit greatly from excellent individual support such as visits to the 'magic room' where they learn to further develop personal and social skills. The high-quality interactions with children with complex special educational needs and/or disabilities help them to recognise their personal achievements, particularly when they have achieved something special for them. 'I am adventurous,' a child with physical disabilities declared 'because I climbed the climbing frame by myself for the first time'. These 'Golden Sunshines' celebrate achievements and build high levels of self-esteem for all children. Visual prompts, including signing, give children clear guidance about what is happening and give them strategies to ask for help when they start nursery with few

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words. The nursery can give reasons why individual children are absent because every absence is followed up. However, it does not analyse the information to note any trends in the attendance of certain groups or classes. Transition arrangements are highly effective in helping children transfer confidently to 'big school'.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	<b>1</b>
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

A considerable strength of the nursery is the way all staff work together to constantly evaluate and review what it offers and ensure the needs of every child are met. All staff say they are proud to be members of the school and feel that their contribution to the nursery's success is valued. The governing body is highly effective in supporting and challenging the nursery to ensure children's individual learning needs are met. It works closely with staff to check that additional resources for children with complex special educational needs and/or disabilities are being used as effectively as they can, including the effectiveness of adult support. It plays an important role in evaluating what is going well and identifying aspects that need adjusting to ensure continued high-quality provision. Members are fully involved in checking first-hand that what has been agreed is being implemented consistently. There is a strong core of governors who meet regularly and who ask the nursery to explain all decisions to ensure resources are being used to their best value.

The nursery works closely with other local schools to support each other's staff training and development, and provide opportunities for the children to enjoy the company of children from different backgrounds. The children enjoyed singing with other schools at the Ripley Music festival last year. The nursery promotes community cohesion extremely well. Songs and stories about different cultures and countries promote children's respect and awareness of different communities other than their own. Equal opportunities are promoted highly effectively. Children who from time to time have challenging circumstances are enabled to access all activities and children with special educational needs and/or disabilities including those in receipt of enhanced resources are fully included in all activities. All adults are involved in the regular and frequent review of safeguarding policies and procedures. Everyone signs to say they understand the detailed risk assessments for events, activities, equipment, different environments and for individual children. As a result, everyone is prepared for all eventualities both in the nursery and when visiting other venues.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

An average proportion of parents and carers returned a questionnaire. Those who did are overwhelmingly happy with what the nursery provides for their children. The inspection endorses the view of the vast majority who say that their children enjoy school and that they are safe. The nursery meets the needs of individual children extremely well and enables them to make excellent progress. A few parents and carers would like more regular updates about their children's progress and the activities they have enjoyed each day. Staff are available at the start and end of each session if parents and carers need to talk and notices are displayed around the nursery to show each term's planned activities. The school holds two formal opportunities for parents and carers to talk about their children's learning and progress. Parents and carers have access to their children's personal story books which include details of what they have achieved over their time in nursery.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Ripley Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 113 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	80	9	20	0	0	0	0
The school keeps my child safe	33	73	12	27	0	0	0	0
The school informs me about my child's progress	28	62	15	33	1	2	0	0
My child is making enough progress at this school	29	64	15	33	0	0	0	0
The teaching is good at this school	36	80	9	20	0	0	0	0
The school helps me to support my child's learning	29	64	14	31	1	2	0	0
The school helps my child to have a healthy lifestyle	25	56	19	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	64	12	27	1	2	0	0
The school meets my child's particular needs	31	69	14	31	0	0	0	0
The school deals effectively with unacceptable behaviour	26	58	16	36	0	0	0	0
The school takes account of my suggestions and concerns	29	64	12	27	1	2	0	0
The school is led and managed effectively	31	69	13	29	0	0	0	0
Overall, I am happy with my child's experience at this school	36	80	9	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 September 2011

Dear Children

### **Inspection of Ripley Nursery School, Derbyshire, DE5 3HE**

Thank you for welcoming us to your nursery and for letting us join in with your play and learning. We could see how much you enjoy coming to nursery because of how you all join in with the many activities. Your nursery is outstanding. That means it is really good at everything it does.

These are the best things that we found.

- You all enjoy learning because you help decide what you are going to learn and choose where and how to learn it.
- The 'Golden Sunshines' help you celebrate what you can do well.
- You all play extremely well together because you know what it means to be kind and how important it is to help each other.
- The adults in your nursery care about you and plan lots of interesting things for you to do.

We have asked the adults at your school to do the following two things to help the nursery to get even better:

- to plan more opportunities for you to learn about shapes and measures and to solve number problems when you are playing
- to check more carefully why some of you do not come to nursery every single day.

You can help by continuing to do your best at everything and to keep trying new things even when you find them hard at first. We hope you continue to enjoy nursery.

Yours sincerely

Georgina Beasley  
Lead inspector

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