

Ripplings Pre- School

All saints Church, Ripon Road, Plumstead, London, SE18 3PS

Inspection date	10/10/2012
Previous inspection date	25/09/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled and secure, and are eager to enter the pre-school and explore the range of activities.
- Children are able to choose activities independently and develop their own play ideas as resources are easily accessible.
- Staff are caring and provide good encouragement for children during play to build their self-confidence.
- The staff team is consistent, and parents feel that staff are friendly and support the transition from home well.

It is not yet good because

- Partnership with parents and methods of assessment do not yet accurately identify children's starting points or stage of development, to help staff to plan effectively for their individual needs.
- Although staff manage children's behaviour suitably, they offer little explanation to develop children's understanding of how to keep themselves or others safe or to learn about fairness.
- Opportunities for children to write are usually directed by adults, and planned activities for children to experiment with writing are not stimulating and imaginative.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and engaged with children during play and spent time looking at assessment to monitor children's progress.
- The inspector liaised with parents to seek their views and knowledge about the setting.
- The inspector checked the suitability of staff and spent some time looking at documentation and discussing procedures with staff.
- The inspector read the pre-school's self-evaluation form and gave the manager the opportunity to provide any additional evidence relevant to the inspection.

Inspector

Justine George

Full Report

Information about the setting

Ripplings Pre-School is managed by a parent committee and has been in operation since 1972. The pre-school operates from the grounds of All Saints Church in Plumstead, which is situated mid-way between Plumstead and Woolwich Commons in London. The pre-school serves families from the surrounding area. The pre-school is open each weekday, during term time from 9:15am until 12:15pm. It is registered on the Early Years Register. There are currently 14 children on roll. The pre-school receives funding for the provision

of free early education to children aged three and four years. The pre-school supports children who speak English as an additional language. It also supports children with special educational needs and/or disabilities. Three staff work directly with the children, and there is a relief staff member to cover staff absences. The manager holds a Diploma in Pre-School Practice at level 3, and two staff members hold childcare qualifications at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging and enjoyable learning experiences by improving the use of key persons to work with parents and/or carers to identify children's level of achievement, interests and learning styles, and to engage and support them in guiding their children's development at home.
- make sure that each child is motivated and engaged in their learning by improving the use of observation and assessment to tailor activities to meet the individual needs of all children.

To further improve the quality of the early years provision the provider should:

- motivate all children to reach expected levels of development in literacy by providing them with daily imaginative and exciting opportunities to explore writing for a purpose
- help children learn to behave well by providing explanations to develop their knowledge and understanding about acceptable and safe ways to behave.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have recently attended training to improve their knowledge and understanding of the revised Early Years Foundation Stage framework. Staff provide a suitable range of experiences and activities for children to explore. In the main, they support children well during activities. Children show good concentration and determination as they complete puzzles. Staff offer encouragement as they help children to think about position and shape, promoting their problem-solving skills and early mathematical development. Resources are easily accessible, and children independently choose what they would like

to do. Some children used their imaginations as they played with the train set, connecting the track and pushing trains along. Children show increasing competency using the computer. They use the mouse to operate simple programmes, showing awareness of technology, and also explain how to play the games, developing their communication and language. Children match objects and click on the arrow or 'enter' sign to progress to the next stage. Children also solve simple subtraction problems. Staff enhance this by providing objects to help children understand such concepts. Children are developing some early writing skills in the writing area, using stencils or copying. There is text around the room, and children begin to develop an understanding that words carry meaning. However, they have few opportunities to write for a purpose, for example in the role-play area.

Staff gain some information from parents when children first start at the pre-school, such as their interests. However, this does not provide a clear insight into children's developmental starting points to help staff plan for children's individual learning. Systems to share information about children's progress and to extend their learning at home do not yet successfully inform parents and staff of what children know or identify their learning needs.

Staff support children who have English as an additional language and children with speech and language needs. The use of picture cues during singing sessions helps children's understanding of language. Staff are beginning to work with parents and outside agencies in order to set up programmes to support children in making progress. Staff observe what children can do, but observations are not yet used effectively to monitor progress. As a result, children's learning is variable.

The contribution of the early years provision to the well-being of children

Most children are new to the setting and they settle in well. Children are eager to explore the activities on offer, and this means they separate from parents easily. A caring and supportive staff team care for children. They wipe away any tears and provide reassurance and support to foster children's emotional well-being. In the main, children behave well as they are engaged in play. Occasional squabbles break out, and staff resolve them quickly. Staff manage children's behaviour suitably to help ensure their safety and to promote fairness. However, staff often tell children what to do and do not consistently explain why. As a result, they do not effectively help children develop their understanding of the rules and how to keep safe.

Children show confidence at the pre-school; when they arrive, they find their photograph and name to stick on the board. Children explore independently and seek the support of adults if required. Children enjoy interaction from staff, who offer praise and encouragement, which helps to develop their self-esteem. There are many photographs on display around the pre-school. Children are learning about themselves and identify themselves as babies. There is also a range of resources and books, posters and play-people that reflect images of different cultures. The pre-school also celebrates a range of

festivals that help children learn about people from different cultures.

Staff promote children's health well. Displays show that children try a range of healthy snacks, and they help during food preparation, making sandwiches with various fillings. Children clean their hands with anti-bacterial gel before eating, helping them to develop good hygiene habits. Most children manage their personal hygiene independently and go to the toilet when needed. Children have regular opportunities for outside play. They use balls and kick them high, or to each other. Children also enjoy forest school sessions on a weekly basis. This helps them to learn about the natural environment and makes the most of inner-city green spaces.

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

Leadership and management are satisfactory. The staff team is stable, and the required checks are carried out to help ensure staff are suitable to work with children. The premises are safe and secure, and staff are clear about the procedures for protecting children from unfamiliar adults. All staff have completed first-aid training, which helps to protect children in the event of any accidents. Staff record and share details of accidents with parents and carers to inform them of their child's wellbeing. Staff have a suitable knowledge of child protection safeguarding procedures. In the event of any concerns, they know to refer to the written procedure, which provides the contact details of relevant agencies. This helps to protect vulnerable children. The required documentation is in place. This helps to ensure that children are cared for in line with their family's preferences and fosters children's safety.

Parents receive information about the pre-school's responsibilities in caring for children. Staff provide a parents' booklet and display information for parents, such as the complaints procedure and details of each child's key person, and newsletters are also sent out.

Staff demonstrate a suitable capacity to drive improvement and work in partnership with the borough's early years advisory teacher. They continuously look at ways to improve assessment, but do not always implement it effectively. Staff attend training courses to improve their knowledge of childcare.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	401771
Local authority	Greenwich
Inspection number	814271
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	14

Name of provider	Ripplings Pre-School
Date of previous inspection	25/09/2008
Telephone number	0208 854 3628

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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