

Ribby Hall Nursery and Preschool

Ribby Road, Wrea Green, Preston, Lancashire, PR4 2PR

Inspection date	31/10/2012
Previous inspection date	31/05/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
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		4

The quality and standards of the early years provision

This provision is inadequate

- The security of the nursery is not maintained at all times because staff are not vigilant in ensuring that the fire doors are secured once they have been used as a means of exiting the premises.
- The staff do not track or monitor children's progress against the seven areas of learning in relation to their age and stage of development and therefore, planning for children's next steps in their learning is not truly reflected.
- Ineffective monitoring of self-evaluation means that the strengths and weakness are not identified nor are the views of parents and children taken into account.
- Resources to support babies' developing needs are not made available to ensure that children who are starting to walk can access suitable equipment to enable them to practise their emerging skills.

It has the following strengths

- Children are independent, settled and happy at the nursery because the staff provide a warm and caring environment where children have familiar routines and consistent boundaries. Children understand the behavioural expectations and respond positively to staff.
- Children are able to take part in a variety of activities that supports their enjoyment and promotes their language skills. Staff confidently extend children's language skills and help them to talk about what they are doing, consequently, improving their vocabulary.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the joint pre-school and toddler room and baby room. The inspector also viewed the outside learning environment and resources and equipment.
- The inspector held meetings with the deputy manager and members of staff, including key persons.
- Prior to visiting, the inspector viewed the provider's details and information on the setting.
- During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults suitability, children's details and information regarding the setting.

Inspector

Janet Singleton

Full Report

Information about the setting

Ribby Hall Nursery and Preschool was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is company managed by the Ribby Hall Village and is part of the Ribby Hall Holiday Park situated in the village of Wrea Green, Kirkham, Lancashire. Children are cared for in a purpose-designed unit consisting of a baby room and a shared toddler and pre-school room. The nursery serves the local area.

There are currently 43 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery opens Monday to Friday, all year round, closing for one week at Christmas. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions.

The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- implement systems to track children's progress against all seven areas of learning. Use this information to accurately identify the next steps for children's learning and to inform future planning for their individual challenges and experiences
- improve the security of the nursery by developing staff's understanding of and vigilance in assessing the impact of any security breaches and the consequences of their actions in keeping children safe from external sources
- implement the educational programme for physical development of babies by providing push-along toys, trundle trucks and low-level equipment to support their emerging skills.

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

- use self-evaluation to monitor, analyse and assess the strengths and weaknesses of the nursery and to drive improvement, taking into account the views of parents and

children.

Inspection judgements

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

Systems for tracking children's progress against the seven areas of learning are not in place. Consequently, assessment is not robust and results in targeted plans and next steps in children's learning being unclear. Plans do not reflect children's individual learning and development needs across all areas.

In the baby room, babies are happy and settled; they seek reassurance from staff, making eye contact and smiling as they feel secure in the presence of strangers. However, from the observations completed, children's next steps are not accurately or consistently identified to reflect their age and stage of development. At the time of the inspection, there were no resources available to support young children's emerging walking skills, for example, push-along or trundle trucks. Nevertheless, they move freely as they crawl and seek out those resources, which interest them.

Staff know the children in their care and complete regular observations on what they are doing and their interests. Consequently, children enjoy their time at the nursery, taking part in many enjoyable and interesting activities. They make choices and enhance their own play as they become independent and take an active role in their learning. In the toddler and pre-school room, children's understanding of their community and the festivals celebrated is enhanced following the Halloween activity. Their exploratory and investigative skills are progressed as they clean out the pumpkin, feeling the seeds and soft interior through their fingers, enjoying the feel and texture on their hands. Through this activity, children learn to share and take turns as they wait for a place at the table. Children's language and communication skills are fostered well as staff ask them to describe the pumpkin, talking about how it looks, feels and smells. They plan activities for children to use their creative skills as they enjoy making skeleton pictures using pasta and white paint.

Staff display children's work and this contributes to their sense of belonging in the nursery. Children develop feelings of being valued and develop strong self-esteem and confidence because staff use consistent praise, listen to children and support them in their play. The very well-planned outdoor area is a strength of the nursery. Children are excited to go outdoors and develop their physical skills as they climb, run and ride wheeled toys. They express themselves with the musical drum, pipes and instruments in the outdoor environment. Consequently, they learn to make connections between their actions and the resulting musical notes made. Children's use of numbers is promoted as staff count with them at snack time and during activities. Some children count confidently to 12 and above. Books are easily accessible to children and they thoroughly enjoy story-time sessions. As a result, children develop a fondness for books and an enjoyment of stories as they develop their pre-reading skills. Children's mark-making skills are promoted as they access pens, pencils and paper, developing those skills necessary for their future learning.

Children respond happily to the staff throughout the nursery. They are interested and engaged in the activities provided. Staff work well with parents to share information regarding their child. Discussions are held on what children can do and a system for sharing information is in place. Parents receive daily communication about what their child has been doing. Staff and parents work together, in order to settle the children and discuss their progress. Children are provided with a variety of additional activities, such as drama classes, walks in the woods and natural world, visiting the ducks and horses and accessing the large soft play ball pool area to enhance their enjoyment and learning while at the nursery.

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

Children feel secure and are settled as staff create a warm and caring environment. They are supported by the consistent routines and the effective relationships with their key person. They are encouraged to form relationships through activities, which promote sharing and turn taking, for example, the pumpkin and chocolate crispy activity. Children move freely and safely as they seek out their own play and resources, moving through the environment with ease as they show their independence. They develop a sense of belonging as they each have their own drawer for storing their work and their belongings. Care plans for babies are agreed with parents and their individual care needs are followed to help them to settle and feel secure while at the nursery. Good settling-in procedures enable staff to find out about each child's individual likes, dislikes and interests.

Children are developing their understanding of risk as they climb and run when outside. Consequently, learning about being safe, however, their safety is not assured because the premises are not secure. Their good behaviour is fostered as they readily listen to adults and respond appropriately, for example, when asked to get their coats or wash hands before meals. They sit during mealtimes, being polite asking for things nicely as they respond with 'please' and 'thank you'. Children are encouraged to work together and solve issues, such as sharing resources and taking turns, promoting a harmonious working relationship. Staff deployment is effective and as a result, children are well supported as they play. Praise is used consistently and meaningfully at all times by staff, which means that children feel valued and their contributions are noted. This helps to prepare children for the next stage in their learning, be it moving rooms within the nursery or progression on to school.

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

There are procedures in place for the induction, supervision and monitoring of staff performance. Training is provided when available, however, managers have been waiting for further training regarding the implementation of the Early Years Foundation Stage. Consequently, opportunities for the continued professional development and the continuous improvement of the staff skills are not consolidated into an active programme of development to improve practice.

Monitoring of the delivery of the educational programmes is not secure and does not

ensure the seven areas of learning are delivered consistently through accurate planning.

Observations are completed and link to planning. However, these are not correctly identifying the next steps for all children according to their age and stage of development and therefore, activities are not accurately matched to their individual needs. There is no process for tracking children in their development. Consequently, challenges for children are not appropriate, especially within the baby room. The managers and staff of the nursery are fully aware of their role in protecting children and are supported by a comprehensive child protection procedure to keep them safe from abuse. The required policies and procedures are all in place to meet the regulatory requirements of the Early Years Foundation Stage.

The manager and staff work well with parents. Parents are provided with information regarding the nursery, for example, through the displays within the entrance hall relating to the early years programme and healthy eating topic. Through the use of journals and daily discussions with staff a consistent two-way flow of information is created to discuss their child's progress. Parents comment favourably on the nursery, for example, their children settle well, staff are kind and caring and their children enjoy their time at the nursery. The staff establish appropriate relationships with other agencies, for example, speech and language services to support children's development.

The staff have policies and procedures to keep the premises safe, for example, risk assessments and security systems to prevent access by strangers or members of the public. However, staff who may have used the fire door to exit the premises are not vigilant in making sure that this door is secured when leaving or on their return. Consequently, access to the premises could be gained and the safety of children compromised. Areas used by the children are resourced with high-quality toys and equipment to support activities, which are provided. Systems for self-evaluation are not robust and do not include the views of parents, children and other staff. This means that any plans for improvements and targets to move the nursery forward are not reflective of what is taking place within the nursery and the drive for improvement is weak.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified for the Early Years Register (Suitability and safety of premises and equipment)
- take action as specified for the compulsory part of the Childcare Register

(Suitability and safety of premises and equipment).

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 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	309747
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Local authority	Lancashire
Inspection number	818865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	43
Name of provider	Ribby Hall Village
Date of previous inspection	31/05/2011
Telephone number	01772 674511 or 674513

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Type of provision

For the purposes of this inspection the following definitions apply:

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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