

# Ripley Nursery School Childcare Facility

Sandham Lane, Ripley, Derbyshire, DE5 3HE

<b>Inspection date</b>	09/10/2013
Previous inspection date	07/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff constantly observe children in their play, clearly identifying the next steps in their learning and plan highly effective activities. As a result, all children are making excellent progress in their learning and development.
- Very secure premises ensure children are kept safe and through the very good, positive role modelling by staff, young children are developing very effective independent skills, good manners and are very well behaved.
- Children experience a wide variety of rich learning experiences as staff plan and deliver a highly focused curriculum taking full account of individual children's learning needs, their family and the knowledge they have built of the children through robust observations.
- Management and staff fully reflect on their practice and through a detailed and robust self-evaluation process they lead the drive to continuously improve quality for all who use the nursery. They have clearly identified their areas for further improvement.
- Staff are extremely well supported by the management team. The regular monitoring of staff practice ensures they have excellent guidance and coaching to continue to develop their highly effective skills further.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with staff, children and parents during the inspection and carried out observations of staff practice.
- The inspector observed babies and children involved in a range of activities throughout the setting.
- The inspector looked at a selection of documents, including children's development records, accident records and the safeguarding policy and procedures.

## Inspector

Karen Byfleet

## Full Report

### Information about the setting

Ripley Nursery School Childcare Facility opened in 2004 and operates from purpose-built premises in Ripley, Derbyshire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a company made up of the headteacher, staff and the chair of governors. Babies and children are cared for within two rooms and two outdoor play areas.

The nursery is open Monday to Friday 7.45am to 5.45pm all year round and children attend for a variety of sessions. There are currently 49 children on roll, all of which are within the early years age group.

The nursery employs 11 members of staff to work directly with the children. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery is overseen by the headteacher of the Nursery School. They are a member of '4Children' and they receive support from the local authority.

### What the setting needs to do to improve further

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

- continue to develop further the already excellent outdoor areas, by building on opportunities for children to plant and grow their own vegetables.

## Inspection judgements

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

Precise information that is gathered from parents when the babies and young children start attending provides staff with a clear baseline for their learning. Staff make their own initial observations and assessments, which enable them to quickly identify children's individual learning needs and interests. Staff have excellent knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences and skills with each other, which ensure consistency for all the babies and young children throughout the nursery. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps fully included in the planning of further activities. As a result, activities are precisely matched to their needs and they make rapid progress in their learning and development. This also ensures that children gain an excellent range of skills in readiness for them moving on to the nursery school. Progress checks at age two are completed by key persons using the information gained through the detailed observations made of the young children's

learning.

Through extremely well planned, purposeful activities and how all staff engage with the babies and young children, their communication skills, vocabulary and language are developing at a high rate. Very young children thoroughly enjoy looking at books and listening to stories with staff, developing their awareness from an early age of printed words. Babies and children have many rich opportunities to use a variety of tools, such as rollers, cutters in play-dough and making marks with their hands in sand play. This contributes to them developing their early writing skills exceptionally well. Staff constantly talk to and converse with the babies and children in their activities. They positively engage and encourage them to express their feelings, such as smiling and laughing with delight, when they experience the different textures of the wet sand and recognising themselves in mirrors.

All babies and children have excellent opportunities for outside play. Both rooms have their own access to the enclosed outdoor play areas and the babies and toddlers are able to freely choose between indoor or outdoor play. An extensive range of climbing and balancing equipment, ball games, imaginative resources, such as 'dens' and space to run around enables children to develop and refine their physical skills extremely well. They use the wide variety of resources with confidence and ease. Children competently use appropriate cutlery to eat their meals. They expertly use scissors, wooden spoons, rollers, pots and pans as they participate in role play, baking and craft activities. The prime areas of learning are the main focus for the babies and young children that attend as the majority of children that attend are under three years of age. Staff encourage them to develop their skills and use mathematical language during construction activities, such as when they are engaging with the children to make a bridge with the large blocks. For example, they count the number of blocks with the children and encourage them to 'balance the bridge to make it even'. This helps children to develop their understanding and awareness of number and mathematical concepts from an early age.

Partnerships with parents are highly effective. Staff and parents exchange daily information and the introduction of 'next steps slips' enables parents to share with the staff what children are doing at home. Staff produce high quality summary progress reports for parents. These are shared by the key persons and clearly show the excellent progress children are making in their learning and development. 'Next steps slips' enable staff and parents to share information about what children have been doing and parents are encouraged to complete 'Look what I can do' sheets. These are used by staff to plan effective activities through children's interests. Parents comment positively on the highly effective practice of all staff within the nursery and how they are highly satisfied with how they are kept fully informed of their child's progress and development.

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

Throughout the nursery babies and children are extremely happy and well settled. They are highly confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children, as they listen to their requests, willingly join in their activities and

are fully aware of their individual needs. This supports the highly secure emotional attachments that have been formed between staff and children throughout the nursery. Children are polite, well behaved and know what to expect through familiar routines. They are enthusiastic learners, take turns and share equipment. The more settled children are caring and kind towards new starters as they offer them cuddles and ask them to join in their play. The environment is rich in age-appropriate toys, games and resources, which are easily accessible to children to promote their learning, including access to the outdoor play area. The nursery staff and management have identified the outdoor environment as an area to develop further to provide more opportunities for the older children to plant and grow a variety of vegetables.

Safety within the nursery is highly monitored. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of the manager or staff. Regular emergency evacuation is practiced with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Children's health and well-being is highly promoted. They are provided with very healthy balanced foods for meals and snacks. Food is cooked on site with snack and meal times being social occasions as children and staff sit together. Children know and follow robust hygiene procedures and the older babies are encouraged to wipe their own hands and faces. Developing an excellent awareness and understanding of their own needs and personal hygiene.

Children are extremely well prepared for the next steps in their learning. They are thoroughly supported in transitions within the nursery. All babies have planned visits as they move through to the toddler area. These visits are superbly well co-ordinated by the key persons in each area. They spend time with the parents and children to ensure their transitions are smooth and that secure attachments with the child's new key person can be made. Children moving on to the pre-school are also extremely well supported in their transitions.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises, resources and accidents, which occur are regularly monitored and updated assure children's safety. Staff are well deployed to ensure ratios are extremely well met and children are highly supervised at all times.

Staff give top priority to, and are exceptionally secure in their knowledge of child protection. All staff are aware of the Local Safeguarding Children Board and of the nursery's procedures. The headteacher is the designated safeguarding officer for the nursery and has a thorough understanding of her role. A robust and secure recruitment procedure is in place to ensure staff are suitable to work with babies and children. Management are highly involved in the practices of the nursery. They take great interest in the Early Years Foundation Stage and how staff are implementing it through their regular, focussed monitoring of staff performance and practice. Observations made by

management of staff performance clearly focus on their ongoing professional development to ensure they are able to maintain and improve their already excellent knowledge and resourceful practice.

The leadership constantly pursue excellence within all areas of the provision. They are inspirational to staff as they drive for further improvements and achievements to maintain their consistent high levels of practice. All staff are included in the self-evaluation process of the nursery. Parents are regularly asked for their opinions and ideas through parental questionnaires and any concerns or ideas are quickly acted upon, ensuring parents views are valued and appreciated. Partnerships with other professionals are also highly effective. Children and families very well supported by these excellent partnerships with agencies, such as the children's centre and local authority, ensuring appropriate and purposeful support is obtained and implemented, enabling them to fully meet children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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

<b>Unique reference number</b>	EY286379
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	936824
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Ripley Nursery School Childcare
<b>Date of previous inspection</b>	07/05/2009
<b>Telephone number</b>	01773 745014

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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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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