

Ribby Hall Nursery and Preschool

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

Inspection date

25/10/2013

Previous inspection date

31/10/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff provide an inviting learning environment in which children's learning and welfare needs are met consistently and where they can make choices and decisions for themselves. This means that children progress well, given their age, ability and starting points.
- Children are good listeners and confidently express their ideas as staff engage them in speaking and listening activities. This in turn supports the development of good communication skills.
- All children have a very strong sense of security within the nursery. They are confident and settle very well and develop excellent relationships with both staff and peers.
- Staff have a confident knowledge of their roles and responsibility in safeguarding children. This includes who to contact should a concern arise about a child's or adult's behaviour, which means children are well safeguarded.

It is not yet outstanding because

- Children's independence is not always supported, for example, at meal times or during activities, to enable them to fully develop their skills.
- There are fewer opportunities for parents to be involved in their children's learning.

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 the provider, manager and staff. The inspector also spent time talking with the children and some parents.
- The inspector looked around the nursery including the outside area.
- The inspector carried out a joint observation with the manager in the joint toddler and pre-school room.
- The inspector looked at a range of documentation. This includes children's learning files, policies and procedures and staff qualifications.

Inspector

Sandra Harwood

Full Report

Information about the setting

Ribby Hall Nursery and Pre-school was registered in 2002 and is 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 35 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 and English as additional language. 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. They all hold appropriate early years qualifications at level 2 and level 3. One member of staff holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- help parents to consistently share what they know about their child in relation to their ongoing learning and development, for example, through the introduction of parent meetings
- provide further opportunities for children to develop their independence skills, for example, through self-serving or cutting their own fruit for snack.

Inspection judgements

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

Staff demonstrate a confident knowledge and understanding of how children learn and how to plan effectively to support each child's developmental needs. This means children enjoy purposeful and challenging play and receive appropriate support to move onto the next stage in their learning. Staff find out about each child right from the beginning, through discussions with parents and carers and the comprehensive use of the 'all about

me' booklet. Staff have daily discussions with parents to provide them with feedback about their children's learning and progress. Staff use their frequent observations of children's progress to clearly identify their next steps. These are methodically transferred into the planning to meet the needs and interests of the children. Effective assessment and tracking has advanced in such a way that children's developmental needs are effectively identified and reflected in the activities provided. This means children are now appropriately challenged and focused in their activities and learning. This is an improvement since the last inspection and the nursery has made good progress in this area.

Children listen well at group times and staff encourage them to put forward their ideas, which they do with confidence. For example, children suggest the next move when following 'wake up, shake up' with their peers and staff copy the child and the suggestions. Children become very confident in their communications with staff and each other. Staff working with babies and younger children are skilled at supporting children's language and increasing their vocabulary. They are attentive, respond quickly to their non-verbal communications and model language well. Staff name objects children point to and give commentary as they play. They are highly effective in questioning children to challenge them to think and extend their reasoning and learning for themselves. Continuous play provision and free flow access to a well-equipped outdoor area provides children with a varied range of experiences enabling children who learn best outside the freedom to explore and learn. The staff interweave mathematical language throughout all activities and children demonstrate their understanding as they use directional language as they wash the window. The children confidently use the measuring tape as they measure the length of the doll or the different heights of their friends or staff. This means children experience and learn about aspects of mathematical development in fun, first-hand experiences.

Staff provide children with good opportunities to make marks and practise their emergent writing through specific activities. The dedicated writing area introduces children to print as they access calendars, diaries and phone books. Outside they have good opportunities to extend this through using large brushes with water or use the large chalk board. Small world play and the home corner develops children's imagination. Opportunities to explore water and sand along with play dough or the making of potions or digging in the mud kitchen means children are able to engage all their senses. Children show great fascination and care; when they find moths in the garden they carefully look at them and move them to the safety of their bug hotel. This demonstrates their understanding of the natural world around them is developing through support from staff who talk with the children about what they have found.

Children gain respect for themselves and others as they learn about their local community and the wider world, and value and celebrate their differences and similarities. Staff encourage children to share their experiences to extend this understanding, for example, attendance at a Hindu wedding. Children who have English as an additional language are encouraged to use their home language in play. Staff use these opportunities to encourage the children to share their knowledge and help staff with words and pronunciation; this promotes their confidence and self-esteem. Children's work is displayed throughout the nursery with their comments beside their work. For example,

children have drawn their families next to 'who lives in your house' with comments, such as 'my daddy has long hair'. These displays show staff value children's work and what they have to say, which promotes their self-esteem.

The effective implementation of the progress check at age two has identified children requiring additional help and has enabled staff to put in place systems to support them. Consequently, children with special educational needs and/or disabilities are successfully supported to meet their individual milestones as staff work in partnership with parents and outside professionals. This enables children to receive consistent and appropriate challenges to help them move onto the next stage in their learning.

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

Staff create a calm and relaxed environment. Children show they feel safe within the nursery as they enjoy the company of their peers and the adults that care for them. They are confident and self-assured, helping themselves to resources during child-initiated play times. Children smile, giggle and approach the staff freely when they need support. Staff foster children's sense of feeling safe because they introduce visitors to the children as they enter the room. They show genuine concern for one another, for example, in the ball pool toddlers carefully make sure they look out for the babies. Older children demonstrate this as a child unprompted gives another his yoghurt because it is the colour she wants.

Children are well behaved and have positive relationships with their peers and the adults at the nursery. They are calm because the staff are good role models and praise the children throughout the session for sharing and turn taking. Children have trial visits and take as much time as they need in order to feel settled and comfortable; this effectively supports their emotional well-being. Transition within the nursery effectively supports the children through verbal exchanges of the key person, visits and working with parents. This is also aided by the regular interaction of all children so everyone knows each other.

Children of all ages take part in a good range of activities that promote physical development and co-ordination. They develop good physical skills as they engage in activities indoors and outdoors. Staff ensure babies have opportunities to join in and spend time encouraging them to stretch, grasp and roll, strengthening their muscles. They develop confidence in crawling and walking using furniture and staff as support. Daily access to outdoor play and quality resources ensures that children are developing movement skills and good spatial awareness. For example, they play with hoops, sit and ride toys and access other assorted equipment as they negotiate their environment with co-ordination and control. The children also have daily opportunities to use the soft play area. Here the babies confidently try out new skills as they use the soft ladders to climb up to the top of the slide, adjusting and sitting before sliding down into the ball pool. Once mastered they continually practise this new achievement to great animated praise from the staff. Regular fire evacuation enables the children to develop an understanding of keeping safe.

Children generally display some independence skills, such as washing their hands before meals. However, staff do not always encourage independence effectively, for example,

self-serving at meal times or during activities to enable and encourage the children to spoon their own ingredients. This means that their independence is not fully supported.

All staff, especially those caring for babies, are sensitive and ensure that the nursery routines are flexible in meeting the children's individual needs. They know their key children well and quickly pick up on signs that they are tired or not well. Close and secure attachments are formed between children and staff, particularly their key person. Therefore, children settle well within the nursery and quickly become confident in exploring all that is on offer to them. All children's individual dietary requirements are discussed with parents, and meal times are adapted to suit their needs. Babies and toddlers go to sleep happily with staff close by to help them settle or make choices as they crawl into the low-level baskets to sleep or rest.

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

Staff are confident to discuss how they safeguard children by keeping the environment safe and secure. Staff demonstrate a strong knowledge and understanding of child protection issues. They are secure in their responsibilities and the procedures to follow should they have any concerns regarding the welfare of children. Detailed recruitment and vetting procedures ensure that all staff have appropriate checks, qualifications and skills to work with children. The induction procedure ensures that staff have a secure understanding of their roles and responsibilities and the nursery's policies and procedures. This ensures children's safety and welfare is fully promoted.

Effective risk assessments and policies are in place. Risk assessments are conducted before any outings, with staff placing the highest priority on children's safety. For example, as they go to the soft playroom in the next room to the nursery they ensure the first aid kit is taken. On outings to the nature trail children wear high visibility jackets and hold the walking rope. Staff ensure the children know and understand the rules of safety as they have discussions with them. This supports their growing understanding of keeping themselves and others safe.

The manager is a reflective practitioner and she is able to set clear targets to drive improvement. A range of evaluation tools enable parents, staff and children to be involved. The manager and staff use these tools as they work together to effectively identify areas for improvement and implement the required actions. All actions from the previous inspections have been effectively addressed. This means that the nursery has the capacity to continually move forward. The manager holds meetings with the staff team to give them the opportunity to reflect upon their professional practice and discuss concerns as they arise. Observations and supervision recently introduced further identify and enable specific training needs. All training accessed is cascaded to all staff members and implemented within the nursery to ensure continuous improvement in both practice and opportunities for all children. Regular monitoring takes place to ensure the planning, assessment and activities offered continually reflect and address the needs of all children in the nursery.

The manager values working in partnership with parents and engaging them in their children's learning, such as the recent introduction of stay and play sessions. However, there is scope to develop this further to involve all parents in their child's learning. The parents have free access to the nursery's policies and procedures at all times. Parents spoken to at the time of the inspection and written feedback looked at all offer positive feedback, such as 'thank you for all the help you have given' and 'my child really enjoys her time in nursery'. Also comments about how friendly and approachable staff are, highlight parents' feelings.

Partnerships with other agencies are well established and enable the effective support for children in identifying and planning for children's individual needs. Good links with local schools support children when they are ready for the transition to school which means their emotional well-being is nurtured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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

Unique reference number	309747
Local authority	Lancashire
Inspection number	892928
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	35
Name of provider	W & G Harrison Ltd T/A Ribby Hall Village
Date of previous inspection	31/10/2012
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, 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.

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