

Ripples Pre-School at Riverside Centre

Riverside Centre, 113 Culvers Avenue, Carshalton, SM5 2FJ

Inspection date	08/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Children enjoy strong relationships with staff at the pre-school. Therefore, they are happy and keen to learn.
- Children make good progress from their initial starting points as a result of the good teaching and learning opportunities available to them.
- Staff support all children well and work closely with other agencies to bring about good outcomes for all children.
- The leadership and management of the pre-school are strong and clearly underpin the practice of the staff to support the children.

It is not yet outstanding because

- Staff do not all actively encourage children to practise their early writing skills. This reduces the progress children make in their literacy development slightly.
- Staff do not always embrace the opportunities that snack times present to nurture children's independence.

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 observed activities in the main playroom and garden.
- The inspector spoke with the manager, provider and staff at appropriate times. The inspector invited the manager to carry out a joint observation.
- The inspector checked staff suitability and the setting's safeguarding policies and procedures.
- The inspector spoke with parents to gather their views.
- The inspector looked at children's 'learning journeys', planning documents, the development plans and a selection of policies and procedures and children's records.

Inspector

Rebecca Hurst

Full report

Information about the setting

Ripples Pre-School at Riverside Centre registered in 2013. It operates from a hall in a community centre in Carlshalton, within the London Borough of Sutton. There is an enclosed outside play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. It operates during term time, between the hours of 9am to 12 noon, Monday to Friday. The pre-school receives funding for the provision of free early education for children age two, three and four years. There are currently 15 children in the early years age range on roll. The pre-school staff support children who have special educational needs and/or disabilities and also children who are learning English as an additional language.

Four staff, including the manager, work with the children. The manager holds a level 4 qualification in early years. Three staff hold early years level 3 qualifications.

What the setting needs to do to improve further

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

- provide more opportunities for children to practise early writing skills, for example, by consistently encouraging children to add their name to their artwork
- make the most of the learning opportunities that snack time routines offer, for example, to strengthen further children's independence skills by allowing them to serve their own drinks and food.

Inspection judgements

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

The good quality of teaching helps the children to progress well towards the early learning goals. The children's key workers clearly know the next steps of learning for the children and use this information successfully to inform the planning, in order to progress them with their all-round learning and development. Staff track children's progress using appropriate guidance for support. This is used successfully to identify whether children require additional support with their learning and development.

Staff work closely with other agencies caring for the children. They work together with the parents to complete individual education plans. Activities are then tailored to meet individual children's learning needs. Given the children's starting points they are making

good progress and are gaining the skills they will need for their future learning. Currently the youngest children have not been in the pre-school long enough to require the progress checks for two-year-old children. However, staff are planning to complete the progress checks when the children are settled. They have suitable systems in place to help them to record the assessments and provide a written progress summary for parents.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books, for example when reading about socks they ask the children about the colours of their socks. They also ask meaningful questions to get the children to think about the story and what is happening. This allows them to think about the answers and older children use descriptive words to describe the storyline. This promotes children's language development.

Children thoroughly enjoy arts and crafts activities. They make different collages and staff ask the children to describe what they are making. This further promotes children's language development. Early writing skills are not promoted so well. For example, some staff encourage children to write their names on their work, while others do not.

Staff promote equality and diversity well. They plan good activities around different festivals and celebrations to help children to value people's differences. Staff also work with the parents to find out about the languages they speak. They use visual planning so parents who speak English as an additional language can clearly see what activities the children are participating in during the sessions. Staff also obtain key words in the children's home languages to help to further promote children's developing language skills.

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

An effective key person system is implemented and this helps to ensure that children's individual needs are met. Staff work closely with the parents and children to settle them into the pre-school and to provide continuity of care. They look at the children's interests and reflect these within the range of activities and experiences offered. This helps children to settle quickly. Key persons have built secure bonds with the children and as a result the happy children show they are emotionally secure and they show enthusiasm to learn. This helps them to make good progress in their learning and development.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Staff work well with parents and outside agencies to manage children's behaviour. Together they agree suitable strategies to use to make sure that behavioural issues do not have a negative impact on children's ongoing learning and development. Given the children's ages and stages of development they behave well overall.

Staff use resources well to promote all areas of learning. The resources are all stored so that children can freely choose what they want to use in the hall, to further enhance their

learning and development. This also helps to promote children's independence skills. All resources are clearly labelled which enhances the children's early literacy skills. Children are encouraged to try some tasks for themselves, with staff on hand to offer assistance, as required. For example, children try to put on their coats to play in the garden. They also find their placemats with their photograph and use this as a base to store their drinks bottles, so that they can get them, as needed, throughout the session. Snack times are social occasions where children and staff sit and talk about play and what children have been doing at home. Opportunities to foster children's independence are not always fully embraced at snack time. This is because staff often pour children's drinks and serve the fruit, even though children would benefit from trying to do this themselves.

Children learn about keeping safe through the staff's effective support. For example, staff teach children about slipping hazards when the children are playing with the water and make sure children walk when they are in the main hall. Regular risk assessments also take place to support the children's safety indoors and outdoors. Staff have recently changed the layout of the pre-school in order to further enhance the safety and well-being of the children. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

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

The provider and the manager are fully aware of how to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Safeguarding measures are a key strength in the setting. Staff have a secure knowledge of the safeguarding and child protection arrangements. Staff know the setting's safeguarding and whistle-blowing policies and procedures and are proactive in following them well. Detailed risk assessments are completed. Staff minimise any potential safety hazards so that children play in a safe learning environment. Staff are effectively deployed around the pre-school to maintain ratios and to keep children safe. Robust recruitment procedures are followed to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. As a result children are cared for by suitable staff.

Staff have regular appraisals and supervisions. This allows the manager and the provider to keep track of staff training needs and to promote their development. Staff attend regular training, provided in-house or by the local authority, to enhance practice and to further promote children's learning and welfare. Staff evaluate activity planning and work successfully with the parents to complete individual education plans to make sure planning meets the learning and development needs of the children that attend. Staff seek extra support from outside agencies to support families and children, as needed. Staff promote good two-way communication with parents. They regularly share information with them about the progress their children are making.

The provider's self-evaluation process is good. The manager works with staff and the pre-school's management team to work through development and action plans to bring about

the positive outcomes for children. Staff involve the parents by gathering their views on the service they provide. Their views are then fed into the plans to look at what changes can be made to the service that is being provided. They also assess the activities to make sure they are meeting the children's individual needs. The manager is currently working on improving the support staff are able to give to children with speech and language delay. Staff are booked on courses to use local authority approved 'Every child a talker' programmes and sign language courses, to support this area of learning for children. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs, for example, changing the layout of the hall to further enhance the children's participation in activities. Staff are responsive to the users of the service that they provide and show strong commitment to ongoing improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY470372
Local authority	Sutton
Inspection number	941209
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	15
Name of provider	Jancett Childcare and JACE Training Limited
Date of previous inspection	not applicable
Telephone number	0208 647 5377

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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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