

Roperly Pre-school and Day Nursery

North Marsh Road, Gainsborough, Lincolnshire, DN21 2RR

Inspection date	16/10/2014
Previous inspection date	16/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The staff and managers have a good understanding of safeguarding procedures. Policies and procedures are robust and contribute towards keeping children safe.
- An effective key-person system enables staff to form secure and trusting relationships with children and parents. This empowers parents to contribute to children's learning and ensures that children's individual needs are met.
- Planning and assessment arrangements are robust and children's progress is monitored effectively. As a result, children make good progress from their starting points and are well prepared for their next stage of learning.
- Effective leadership means that staff are clear about their roles and responsibilities. They receive good support to guide and enhance their professional development.

It is not yet outstanding because

- Occasionally, during adult-led group activities, staff use fewer open-ended questions to stimulate children's thinking.

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 to the management at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed activities indoors and outdoors.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents, staff and children spoken to on the day.

Inspector

Ann Hume

Full report

Information about the setting

Ropery Pre-school and Day Nursery has been registered since 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by the Pre-School Learning Alliance, and operates from a purpose-built unit within the Gainsborough Early Years Children's Centre, situated close to the town centre of Gainsborough, Lincolnshire. There are two enclosed areas for outside play each with a covered area to enable outside play in all weather. The nursery serves the local community and surrounding areas. It opens each weekday from 8am to 5pm for 50 weeks of the year. The nursery receives funding for two-, three- and four-year-old children. There are currently 80 children on roll in the early years age range. The nursery supports children who have special educational needs and/or disabilities. There are 15 childcare staff who work with the children. Of these, one holds a qualification at level 6 and is working towards Early Years Professional status, 10 hold appropriate early years qualifications at level 3; and two hold an appropriate early years qualification at level 2.

What the setting needs to do to improve further

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

- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to use more open-ended questions to further extend children's critical thinking skills.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff show competence and confidence in their observations of children's progress, and demonstrate a good knowledge and understanding of child development. As a consequence, children's learning and development is supported effectively. This enables them to make good progress across the seven areas of learning, and prepares them for the next stage in their learning or the move to school.

Older children have excellent opportunities for physical development and exercise through outdoor play. This provides opportunities for children to gain fresh air and to develop their gross motor skills. For example, the children have lots of space to ride on the bicycles, and they demonstrate good spatial awareness as they weave around fixed structures. Babies also have direct access to outdoors, and this enables them to explore the natural world. In the baby room, staff sit on the floor and make lots of eye contact with the babies. They have lots of cuddles as they have their bottle, and as they are supported to explore a treasure basket. As a result, babies are developing dispositions for learning and a sense of

belonging. Staff provide focused support for children with special educational needs and/or disabilities. Using children's progress records, staff are able to identify any areas of learning where they are either exceeding or need additional support to meet their next steps. Where necessary, they produce individual education plans, in liaison with other professionals and undertake a range of strategies to support progress. For example, staff have accessed specific 'ELKLAN' training to support children's communication and language skills. They teach children through a good balance of planned and spontaneous activities that are adult-led or initiated by children.

Staff make good use of information gained from parents to identify children's starting points and make precise assessments of the good progress they make towards the early learning goals. Information is shared regularly with parents, and as a result, children's learning and development is supported in the home environment. This is further promoted through 'the bear that goes home'. He has many adventures that are shared on his return to the nursery. In addition to daily discussions, key persons produce regular progress summaries, including the progress check for children between the ages of two and three years, which they share with parents. Children's progress is accurately tracked and monitored by staff who demonstrate a good quality of teaching. However, opportunities to enhance and extend their critical thinking skills through the consistent use of open-ended questions is not always effective. For example, when children find a worm and woodlice under a piece of wood in the garden, staff do not fully utilise the opportunity to enhance their understanding, or encourage them to explore their thinking further.

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

Children settle well within the nursery because staff develop effective relationships through a robust admissions and settling-in procedure. The nursery has an effective and well-established key-person system, which helps children form secure attachments. Children relate well to the staff team, showing they feel emotionally secure in their care. This means that children feel safe, cope well with change and therefore, begin to develop their independence. Staff are fully committed to providing high quality care and ensuring children are happy and enjoy their time in the nursery. For example, as babies babble and begin to develop emergent speech, staff respond through verbal and non-verbal communication by repeating the sounds, pointing to objects and giving close physical contact, that enables children to feel secure and explore their environment. Staff act as good role models and give lots of praise and encouragement to children. As a result, behaviour is good and minor situations of conflict are dealt with sensitively and effectively.

Children are encouraged to become independent with their health and self-care skills. For example, when they go outside they fasten their own coats. They show good hygiene awareness as they regularly wash their hands after messy activities and before sitting down to eat their snack or lunch. They are provided with healthy options at snack and lunch time, which encourages them to make healthy lifestyle choices. All children use the outdoor play area throughout the day and they have a variety of activities, resources and equipment, which support physical development. Children learn to take risks in their play. For example, when riding bicycles outside children pick up speed on a slight decline, and take evasive action when another bicycle stops suddenly in front of them. This teaches

them about how to maintain their own and other children's safety effectively, and is supported by good risk assessments, which ensure children, are kept safe in all areas of the nursery.

The manager works closely with staff and parents to ensure they have all the relevant details to meet children's individual needs, and that these are regularly monitored. Effective observations are made of individual learning and children's special books, and displays around the nursery provide a clear picture of the fun and exciting activities children involve themselves in. Partnerships with parents and other professionals are effective. This ensures that children's individual learning and welfare needs are met and that children are well prepared for the next steps in their learning or moving on to school.

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

Children are kept safe within the nursery because staff have a good understanding of child protection and have accessed safeguarding training. Effective policies and procedures are embedded within practice. The recommendations raised at the previous inspection have been successfully addressed. For example, a good range of fiction and non-fiction books have been introduced, and the nursery operates focused small group activities twice per day to ensure all children are fully involved, supported and challenged to make good progress in their learning and development. The building is secure, and all visitors are asked to sign in and out. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. Staff receive good support to develop their professional practice through training, supervision and appraisal. This enables them to evaluate performance, discuss areas for improvement and maintain high standards of care and education for children.

Parents spoken to on the day of inspection comment on how welcoming, approachable and friendly the staff are. Parents are kept updated and informed in a variety of ways. This includes face-to-face conversations, access to children's special books and daily link books, invitations to meetings, display boards and regular newsletters. Questionnaires are used to obtain the views of parents, and this enables the manager to analyse the effectiveness of the provision. Good links are made with teachers from the link school to support children as they move into their next stage of learning.

There is a clear commitment to self-evaluation by the management to enable them to secure continuous improvement. The nursery staff regularly review practice and contribute their ideas through staff meetings and regular supervision. Staff are confident in the delivery of the educational programmes, and these are monitored effectively by the manager. Individual and cohort tracking ensures that children's good progress is maintained and regular observation and assessment identifies future learning needs through next steps. These are used to guide and shape the planning of children's activities, and are regularly reviewed to ensure that staff act in the best interests of each child, particularly those who need additional support. This leads to timely and appropriate interventions. As a result, all children make good progress towards the early learning goals. The nursery has a clear vision for the future, and high aspirations for staff and

children, which demonstrates commitment towards making the nursery an outstanding provision for all children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY314044
Local authority	Lincolnshire
Inspection number	862152
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	80
Name of provider	Pre-School Learning Alliance
Date of previous inspection	16/03/2012
Telephone number	01427 614278

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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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