

Ridings Pre-School

Flood Street, Ockbrook, DERBY, DE72 3RF



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| Inspection date | 9 February 2016 |
| Previous inspection date | 31 March 2011 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Leadership is inspirational. The manager and staff are determined and committed to their pursuit of the highest-quality care and education for the children. Incisive evaluation of staff practice results in a well-focused plan of professional development and extremely effective teaching and learning. This helps to ensure that all children make the best possible progress.
- Teaching is consistently outstanding. Staff interact exceptionally well with the children and are highly responsive to their ideas. They show a superb understanding of how children learn. Children enjoy a wide range of exciting experiences that captures and engages their interests. Staff support them skilfully as they experiment and investigate.
- High-quality observations and accurate assessments are used to meticulously plan for children's next stage in learning. Children are challenged by activities that are precisely matched to their needs. Children who speak English as an additional language are superbly supported.
- Children flourish in this exceptionally caring learning environment. The key-person system is highly effective. Children have secure attachments with staff. Staff are kind and attentive and children's individual care needs are extremely well met. Children settle quickly and become a significant part of the pre-school. They are confident in their own abilities.
- Children are highly valued and respected as unique individuals. They are extremely motivated learners and active decision makers within the pre-school. For example, older children enjoy voting to decide the theme of the role-play area. They are encouraged to make choices.
- Children's positive behaviour is consistently reinforced using effective strategies. Children show high levels of cooperation and respect for one another.

What the setting needs to do to improve further

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

- continue to enhance the effective partnerships with schools so that children benefit from a shared approach to supporting and maintaining their outstanding progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan Cother

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager, staff and committee have a comprehensive knowledge of the Early Years Foundation Stage. All requirements are implemented exceptionally well. The manager of the pre-school is very well qualified and highly effective. A rigorous induction programme helps to ensure that new staff are experts in their role. The sharply focused monitoring and evaluation of the educational programme identifies the very positive impact of staff practice on children's progress. Any gaps in learning are quickly identified and addressed. Staff gather and provide schools with extensive information for each child. However, there is scope to further enhance partnerships with schools to help ensure children maintain their outstanding progress. Arrangements for safeguarding are effective. The manager and staff have a thorough understanding of local safeguarding arrangements. They follow detailed policies and procedures. All staff know what to do if they have concerns about a child's welfare. They provide a culture of support for the children.

Quality of teaching, learning and assessment is outstanding

Excellent teaching techniques encourage children to be active and enthusiastic learners. Children are challenged to think through high-quality conversations and skilful questioning. Staff consistently use and demonstrate descriptive language and introduce new vocabulary. Children are allowed time to think and explore. High priority is given to children's mathematics and literacy skills. For example, children are captivated as they work together discussing ideas about what ingredients they need to make pancakes. They learn mathematical concepts as they measure out ingredients. They listen to and follow comprehensive instructions and write their own recipe cards. Staff have a precise understanding of children's individual learning preferences and know how to help them succeed.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They show respect for children's decision-making skills and recognise their good choices. Children are supremely confident in the carefully organised learning environment. Children know where toys and resources are kept and confidently help themselves. They demonstrate excellent levels of independence. Staff encourage children to manage risks and challenges during their play. Children enjoy being physically active and have regular fresh air. Children receive appropriate praise and encouragement. Staff successfully promote children's emotional well-being. Inspiring activities provide children with a wealth of opportunities indoors and outdoors. Children enjoy excellent learning opportunities that enrich their understanding of people and communities. For example, children, parents and staff walked to the local cenotaph to plant daffodil bulbs as part of the parish's project to remember those in the First World War.

Outcomes for children are outstanding

All children make excellent progress from their starting points. They are exceptionally well prepared for their next stage of learning or the move to school.

Setting details

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| Unique reference number | 206845 |
| Local authority | Derbyshire |
| Inspection number | 854419 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 28 |
| Number of children on roll | 49 |
| Name of provider | Ridings Pre-School Committee |
| Date of previous inspection | 31 March 2011 |
| Telephone number | 01332 670808 |

Ridings Pre-School was registered in 1967. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The manager holds Early Years Professional status. The pre-school opens from Monday to Friday, 9am until 3.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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