

Ranskill Nursery

Cherry Tree Walk, Ranskill, Retford, Notts, DN22 8LH



Inspection date

8 June 2016

Previous inspection date

17 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching and learning are good. Well-qualified staff assess children's achievements regularly and plan activities that have a positive impact on their learning. Staff provide children who speak English as an additional language with effective support, helping them to develop their language and communication skills in English. Children's needs are, therefore, met effectively.
- The nursery staff promote an ethos which successfully generates parental and other partnership working, such as with the local school on site. This helps to boost children's progress and also promotes their welfare and well-being.
- The manager frequently monitors children's assessments and progress. Potential gaps are identified and support provided to ensure every child achieves well.
- The nursery provision includes a wide and varied range of resources which is used well for children to initiate their own play.
- Children's personal, social and emotional development is promoted well. They feel a sense of security and belonging as they develop their confidence and self-esteem. Children treat each other with mutual respect in a warm, caring and nurturing learning environment. The staff are active participants as children learn through play.

It is not yet outstanding because:

- There is not always enough challenge to develop children's skills in problem solving and exploring the diversity of shape, space and measurement.
- Children's thinking, exploration and investigation skills are not always successfully promoted.

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 and challenge for children to create and solve simple problems, especially as they get older, in mathematical development involving shape, space and measure
- increase opportunities for children to further develop their thinking, exploration and investigation skills.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager, looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability checks for staff.
- The inspector spoke to a sample of parents during the inspection and took account of their views.

Inspector

Aileen King

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Robust safeguarding policies and procedures are in place and fully understood and implemented by staff. Staff are well aware of what they should do if they have any concerns about a child as they receive regular training in this area. Leaders and managers provide regular induction sessions and planned appraisals of staff performance to ensure good quality practice is maintained. Staff work effectively as a team and they have a shared drive, and commitment to succeed. Since the previous inspection, the nursery has made improvements to how the provision operates. Self-evaluation is accurate and objective, with a realistic view of what needs to be done to improve the overall quality of the nursery and to maintain good standards.

Quality of teaching, learning and assessment is good

There is a rigorous approach to establishing what children already know and can do when they first start at the setting. This is based on parents' contributions, which are valued by staff as they understand that parents are children's prime educators. These observations are then used effectively to plan future activities. Children learn to concentrate, persevere and build resilience in a supportive learning environment. Staff engage in guiding children's learning, sharing their ideas to ensure a good rate of progress. This encourages children and they are prepared to have a go, and be independent because of the support nearby. Concepts and ideas are reinforced regularly, which means vocabulary is consolidated in a variety of scenarios. Staff support children's understanding of numeracy well through planned activities. They also utilise the daily routine and children's free-play activities to reinforce their understanding of numbers and counting. Being active outdoors is a daily feature for the children and they enjoy trying their new skills and developing these further. To complete the cycle of learning, parents are informed regularly about what their children have achieved and how they can support this at home.

Personal development, behaviour and welfare are good

Children's personal development is well supported in the nursery. The transition from home to nursery is eased as staff welcome children into the setting. Children settle quickly and arrive eager to start each session. The key-person system is effective as staff get to know their specific groups of children and plan for their needs. Healthy eating and an active lifestyle are promoted well in the nursery. The staff lead by example and engage children in energetic play as often as they can. Children take responsibility willingly and help to tidy up after activities and are mindful of how to look after each other. They are helpful and make a positive contribution, being independent and resourceful in caring for the environment. Behaviour is good and there are high levels of mutual respect.

Outcomes for children are good

Children make good progress in the nursery, developing the skills that they will need for their future learning, including starting school. Leadership and management ensure that all of the children receive the level of support needed to meet their needs. Additional funding is effectively used. Relevant resources and training are provided to ensure children who are in receipt of funding for early years education flourish in their learning.

Setting details

Unique reference number	253108
Local authority	Nottinghamshire
Inspection number	866687
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	40
Name of registered person	Ranskill Nursery
Registered person unique reference number	RP522510
Date of previous inspection	17 May 2010
Telephone number	01777 816066

Ranskill Nursery was registered in 1979 and employs six members of childcare staff all of whom hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, during term times. Sessions are from 8am until 5pm, with breakfast and after school clubs before and at end of the school day. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

