

Ripon Park Pre-school

THE THREE WAYS COMMUNITY ASSOCIATION, Arundel Drive, Borehamwood, WD6 2ND



Inspection date	12 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is good and staff are very attentive to children's needs. They work hard to create a welcoming and stimulating learning environment indoors and outdoors. For example, indoors, children enjoy learning how to make dough. Outdoors, they have fun discovering how to make different sounds on the pots and pans that are hanging on the fence.
- New children and their parents are well supported. Staff are friendly and approachable, which means parents are confident to leave their children in their care. The flexible settling-in approach is tailored to meet the needs of each child. This helps them to make a smooth move from home to the pre-school.
- The manager is a very good role model. She has an accurate awareness of the strengths and areas for development. The manager has identified the need to build on resources, such as books representing different backgrounds, to enhance the support provided to children who speak English as an additional language.
- Partnerships with parents are good. Staff share information daily about all aspects of children's care and learning. Parents are given ideas about how to contribute to children's learning at home, such as how to make dough using store cupboard ingredients. Parents spoken to on the day of the inspection are extremely happy with the service provided.

It is not yet outstanding because:

- Partnerships with some schools are not well developed, so not all children receive the best possible support when transferring to school.

What the setting needs to do to improve further

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

- strengthen partnerships with all schools that children move on to, so that children are equally well supported in preparation for their move.

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 spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager. She also held a meeting with the manager, the deputy and a member of the management team.
- The inspector checked documentation, including children's records, a sample of policies and staff qualifications and suitability records.
- The inspector spoke to some parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a clear understanding of the procedures to follow if they have any concerns about children's welfare. Staff regularly attend training to refresh their knowledge and to increase their skills. The manager is in the process of studying towards a higher qualification. She shares knowledge gained, such as how to effectively use sign language to help support children's communication skills. Thorough recruitment and induction procedures help to ensure that staff are suitable to work with children. The manager and her deputy monitor children's records to ensure assessments are accurate and up to date. Staff attend regular supervision meetings and discuss the progress of their key children. Additional funding is effectively used to help narrow gaps in children's learning. For example, funding paid for baby dolls to help children manage their emotions when a new baby arrives into their lives.

Quality of teaching, learning and assessment is good

Staff are good role models to help children's communication and language skills. For example, staff sit with children and join in with their play. They use sign language to help children who speak English as an additional language to understand. During imaginative play with pretend food they introduce new words, such as crunchy, and explain how to safely play with the equipment. The small-group activities help to consolidate and extend children's learning. For example, children learn how to complete jigsaws and they read stories together. Staff teach children about early mathematics in everyday practical activities. For example, children count spoonfuls of flour and water when making play dough. Staff complete observations and assessments of children's learning and plan activities to support children's next steps in learning.

Personal development, behaviour and welfare are good

Children are very happy and confident in the pre-school. They quickly form good relationships with their key person and other members of staff, who are very caring. Consistent routines help children to know what to expect and promote their independence. Snack time is used to help children learn about healthy eating. Staff respond quickly and calmly when children have slight disagreements. This helps them learn how to be safe and to treat each other with respect. Children gain fresh air when they play outdoors. They have fun learning how to successfully use bats and balls and confidently use wheeled toys. These activities help children's physical skills and coordination.

Outcomes for children are good

All children make good progress from their starting points. This includes children who receive additional funding and those who speak English as an additional language. Children are able to make decisions about where they like to play. They are keen to explore indoors and outdoors. Children develop good independence. For example, they learn how to dress themselves for outside play, help to prepare snacks and wash up dishes. Overall, they acquire skills and attitudes to learning that prepare them well for starting nursery or school.

Setting details

Unique reference number	EY480748
Local authority	Hertfordshire
Inspection number	985795
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	40
Number of children on roll	30
Name of registered person	Hertsmere Leisure
Registered person unique reference number	RP517251
Date of previous inspection	Not applicable
Telephone number	0208 386 4038

Ripon Park Pre-school was registered in 2014. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school is open Monday to Friday, from 9.15am to 12.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school 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

