

Ripple's Pre-School and Holiday Club

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



Inspection date	1 February 2018
Previous inspection date	8 May 2014

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

- The pre-school is well organised. The manager is well qualified and she implements records and documentation that support the efficient running of the pre-school.
- Staff are welcoming. They make use of the well-thought-out settling-in process to get to know children well from the outset. Children are content, happy and relaxed attending.
- Children make good progress in their learning. Staff plan and provide a range of activities that promotes the key next steps in children's education.
- The manager is the pre-school's special educational needs coordinator and her knowledge of how to support children who have special educational needs (SEN) and/or disabilities is strong. This helps to ensure that no child falls behind.
- Partnership working is good. Staff share two-way information with parents, other providers and professionals in different ways. This helps to promote continuity between the pre-school, home and other settings that children attend.

It is not yet outstanding because:

- Some children do not progress at the highest level, specifically the most able. Staff do not consistently provide these children with the best opportunities to develop their own ideas, think critically and make links between ideas.
- Staff do not always value the depth of children's home experiences as well as possible. Children who speak more than one language do not benefit from excellent opportunities to develop and use their second language in the pre-school.

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 the most able children to develop their own ideas, think critically and make links between ideas to help consistently promote their learning at the highest level
- extend opportunities for children who speak more than one language to use their second language, to value the depths of their home experiences as well as possible.

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is clean and secure. Staff conduct daily risk assessment checks of the toys, equipment and areas in use. Managers and staff have a strong understanding of child protection issues. They know how to implement the pre-school's safeguarding policies. This helps to protect children from different types of harm. Most staff are qualified and they are encouraged to upskill. Managers supervise staff and ensure they benefit from training opportunities. This has a positive impact on the quality of care and education they provide. The manager reflects on what works well and what she wants to improve. She implements positive change, taking account of the views of staff, parents and children, to help continually develop practice and maintain good standards.

Quality of teaching, learning and assessment is good

Overall, staff are good teachers. Staff observe children and assess their development routinely. They make effective use of what they know to shape children's learning experiences. For example, children enjoy creative and imaginative experiences, such as building towers, painting, drawing, role play and play with small-world characters, vehicles and animals. Staff interact with children warmly, talk to them about what they are doing and add explanations to their learning. Managers understand the importance of monitoring children's progress, the curriculum and teaching and do so effectively. This helps to ensure children benefit from learning outcomes that continually improve.

Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being. For example, staff provide children with healthy snacks and meals. They talk to children about the benefits of eating well. For example, children knowledgeably comment that 'milk makes their bones strong'. Staff help children adopt good hygiene routines and talk to them about the importance of these. Staff also encourage exercise. Children enjoy outdoor physical games. They practise their skills in moving their bodies in different ways and negotiate the space around them. Staff help children adhere to the simple pre-school boundaries and make use of reward strategies to encourage their efforts. Children readily listen to staff, follow instructions and show respect for each other and the environment.

Outcomes for children are good

Children are becoming confident learners who are equipped with the skills they need in readiness to move on to school. They make choices about what they want to do and can manage their care needs independently. Children have good communication skills. They can express their wants, interests and needs using different methods. Children play well in their peer groups. They can negotiate, share and take turns with minimal support. Children are developing strong skills in mathematics. They can count and sort objects in groups and are learning to add and take away.

Setting details

Unique reference number	EY470372
Local authority	Sutton
Inspection number	1069859
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 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Jancett Childcare and JACE Training Limited
Registered person unique reference number	RP900822
Date of previous inspection	8 May 2014
Telephone number	07889536973

Ripple's Pre-School and Holiday Club registered in 2013. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including the manager who has a degree in early years education. The pre-school operates term time only. Sessions are available Monday to Friday from 7.30am until 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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