

# Little Achievers @ Ribbleton Children's Centre

Ribbleton Children's Centre, Ribbleton Hall Drive, Preston, PR2 6EE

## Inspection date

3 July 2018

Previous inspection date

25 September 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

- Parents praise the exchange of information they receive from their child's key person. They welcome the suggested activities that support further learning at home. This helps to consolidate learning and promote continuity of children's care.
- The manager is reflective and continually evaluates the effectiveness of the provision. Targets for improvement are realistic and achievable and action plans are detailed to develop and drive those improvements.
- Children develop good levels of empathy and show kindness to others. For example, they visit the elderly where they interact well. This helps to improve their communication skills. All children make good progress.
- Children behave well. They learn how to share and take turns. Staff are positive role models for children. They give regular praise and celebrate children's achievements. This helps boost children's self-esteem.

### It is not yet outstanding because:

- Occasionally, staff miss naturally occurring opportunities to support and extend children's understanding of healthy lifestyle choices.
- Systems to evaluate the impact that training has on improving outcomes for children are not yet fully embedded.

## 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 children to deepen their understanding of healthy lifestyles
- embed even further the systems to evaluate the impact staff training has on raising the already good outcomes for children to an even higher level.

### Inspection activities

- The inspector held an interview with the manager.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector spoke with parents, children and staff at appropriate times during the inspection and took account of their views.

### Inspector

Michaela Francioli

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is committed to developing the skills of the staff team. Staff benefit from regular supervisions and access to additional training. Improvements are identified by regular monitoring of practice through peer observations. This helps to support staff's own professional development and enhances learning opportunities for children. Safeguarding is effective. Staff are well informed about safeguarding and keeping children safe is paramount. This means that children are well protected in the setting. Staff's knowledge and understanding of procedures to follow if they have concerns about a child are well embedded. The manager has implemented good systems to enable the tracking of children's progress and identify any gaps in learning. This includes a robust tracking process for monitoring the impact additional funding has on outcomes for children. The manager keeps comprehensive records that are well maintained and purposeful.

### Quality of teaching, learning and assessment is good

Communication and language are given high priority in this setting. For example, children who speak English as an additional language are supported well. Parents are involved fully and share the pronunciation of simple words in their home language for staff to use with the children. Staff use gestures to enhance communication with children and this has impacted positively on children's understanding and speaking. Children are provided with a stimulating environment throughout the setting. Staff regularly observe and monitor the progress children make. They use information gathered to plan for individual next steps in children's learning. Children develop good mathematical awareness. Staff regularly use terminology, such as 'bigger', 'smaller' or 'full'. Children confidently name shapes, such as 'circles' and happily fill the drawn outline with coloured rice.

### Personal development, behaviour and welfare are good

Children are supported to explore new experiences freely. They show curiosity in their surroundings and investigate and experiment with the equipment and resources. Children are happy and settled and staff praise them regularly. This helps to boost their self-esteem. Children form secure attachments with their key person, which helps them to become confident and self-aware. Children develop an understanding of the wider world by learning about different cultures and their celebrations. Children are familiar with routines and boundaries, which are well embedded. This helps children to feel safe and secure in their surroundings.

### Outcomes for children are good

Children, including those in receipt of additional funding or those who have special educational needs and/or disabilities make good progress from their starting points. Children are motivated and keen to learn. Children gain the necessary skills to help prepare them for their future learning and school.

## Setting details

<b>Unique reference number</b>	EY317157
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1104424
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Rosy Apple Childcare Limited
<b>Registered person unique reference number</b>	RP900898
<b>Date of previous inspection</b>	25 September 2014
<b>Telephone number</b>	01772 794 846

Little Achievers @ Ribbleton Children's Centre registered in 2006. The setting opens Monday to Friday during school term time, from 7.30am until 5.30pm. The setting employs seven members of staff. Of these, six hold appropriate early years qualifications at level 3 and above. The setting provides funded early education for two-, three- and four-year-old children.

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