

The Ryleys Nursery

Ryleys Preparatory School, Ryleys Lane, Alderley Edge SK9 7UY



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| Inspection date | 20 September 2018 - 14 November 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| Effectiveness of 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 staff team and the early years leader are supported by the school's senior leadership team and teaching staff. They draw on these staff members expertise to provide interesting teaching sessions, such as French lessons. The staff team also seek expertise from the senior leadership team when completing forms to gain additional help for children with special educational needs and/or disabilities.
- Staff take time to establish strong bonds with the children. They provide sensitive support for children's emotional well-being. Staff offer reassurance, smiles and praise and play alongside children as they try out something new. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff get to know the children well, each child's key person makes regular assessments of their progress. The assessments are reviewed and where children are making less progress than expected staff plan additional activities. For example, staff run additional sessions to support the development of some children's speaking and listening skills.
- Partnership working with the school is impressive. It makes a significant difference to the development of the skills and emotional security that children need in readiness to continue their learning in reception class.
- Relationships with parents are strong and two-way communication is supported well. Parents develop a clear sense of trust in staff and value the support their children receive. They are provided with information about how children learn when they are very young and how they can further support this development at home.
- Although the majority of activities are well planned, there are occasions where individual children's learning is not fully extended by staff.

What the setting needs to do to improve further

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

- build more consistently on what children need to learn next, so that every opportunity is taken by staff to extend and enhance their learning.

Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke to a number of parents during the inspection and took account of their views.
- The inspectors completed a joint observation with the manager.
- The inspectors held a meeting with the early years teacher. They looked at the development plan and discussed all safeguarding procedures.

Inspectors

Kay Heaford
Sarah Rhodes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager carefully considers risks and ensures children are well supervised. She works closely with parents and other professionals to share relevant information to ensure children are kept safe. Accident and medication forms are completed appropriately. The manager uses her strong links with the schools early years teacher to evaluate children's readiness for school. Monitoring arrangements, including staff supervisions and a regular analysis of all children's learning help the manager to identify ways to enhance teaching and learning. For example, after identifying that attainment in physical development could be higher, steps were taken to organise more structured planning for outdoor activities.

Quality of teaching, learning and assessment is good

Staff know their children well. High priority is given to teaching all children to develop their listening and speaking skills, their social skills and their interest in mathematics. For example, staff support mathematical concepts as they change the quantity of objects while singing nursery rhymes. Children enjoy counting forwards and backwards with increasing accuracy. Staff add commentary and ask effective questions that help children to think and extend their ideas. Staff make regular observations of children's learning to support the next steps in their development.

Personal development, behaviour and welfare are good

Staff are friendly and courteous role models and children learn to respect each other. The consistent nurturing of the staff helps children to form secure attachments right from the start. Staff use their knowledge of each child's family to further support their strong relationships. Staff provide resources for parents to continue children's learning at home and to promote their self-esteem. For instance, children enjoy taking a teddy bear home at the weekend and sharing photographs with their friends during circle times about their experiences from home. Children have long periods of time throughout the day where they can choose to play outside, encouraging them to be physically active.

Outcomes for children are good

Children make good progress towards the early learning goals. They are keen learners and communicate confidently with adults and their peers. Children who need extra support make good progress in their achievements. The consistent approach to being courteous and kind further promotes children's personal, social and emotional development. Children are self-assured, happy and seek out others to share experiences with.

Setting details

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| Unique reference number | EY536299 |
| Local authority | Cheshire East |
| Inspection number | 10076676 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 3 |
| Total number of places | 20 |
| Number of children on roll | 14 |
| Name of registered person | The Ryleys School |
| Registered person unique reference number | RP536298 |
| Date of previous inspection | Not applicable |
| Telephone number | 01625583241 |

The Ryleys Pre-School registered in 2016. It employs five members of childcare staff. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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