

Ribchester Nursery School

St Peter & St Paul Parish Centre, Stydd Lane, Ribchester, Lancashire PR3 3YQ



Inspection date	6 December 2018
Previous inspection date	7 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children settle quickly. Staff get to know them well, and identify their needs and support them accordingly. Children make good progress within a short period of time.
- Staff provide children with a variety of experiences that helps them to develop dexterity in their fingers. Children enjoy manipulating dough, threading and making marks in different ways.
- Staff take frequent opportunities to integrate mathematics into children's play. They model how to use mathematical vocabulary to describe capacity and give children purposeful opportunities to count.
- Parents are involved in children's learning and staff communicate with them well. Parents comment that children are well prepared for school when the time comes, particularly in mathematics and literacy.
- The manager evaluates staff practice effectively. Regular and thorough staff supervision takes place and the manager supports staff to develop professionally.
- The quality of self-evaluation is good. The manager gathers the views of staff, children, parents, and the local authority to contribute to the nursery's continuous improvement.
- Staff do not consistently use highly effective strategies to help children to learn to articulate words clearly and use grammar correctly.
- Sometimes, staff think for children and provide solutions for them before giving them the opportunity to solve simple problems for themselves.

What the setting needs to do to improve further

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

- strengthen support for children's developing speaking skills and ensure that they regularly hear staff model clear articulation and good grammar
- build on opportunities for children to think for themselves and solve simple problems.

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 jointly evaluated a teaching activity with the manager.
- The inspector held a meeting with the manager and discussed the nursery's self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to some children and parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are well trained and have a good understanding of their role in safeguarding. They know what may cause them concern about a child's welfare and what to do if they are concerned. The manager keeps herself and staff up to date with the local authority's procedures to help to keep children safe. She checks staff's knowledge and understanding regularly. The manager has a good knowledge of her responsibilities under the 'Prevent' duty. Effective systems are in place to aid good communication with other settings that children attend. This contributes to good continuity in children's learning. The manager monitors the progress of individual children and groups over time. Strategies are promptly put in place to help to support any children who are making less than expected progress. The manager works closely with parents to support children and she knows how to access additional support where necessary.

Quality of teaching, learning and assessment is good

Children enjoy learning and have an eagerness to explore. Staff closely observe children as they play. They make adjustments to help children to get the most out of learning opportunities. Planning takes into account children's interests and next steps in learning. Children enjoy a stimulating and varied range of activities. They make their own choices as well taking part in adult-initiated experiences, such as listening to stories. Staff guide parents to support children's learning at home. They frequently encourage parents to share information about children's achievements, experiences and learning at home.

Personal development, behaviour and welfare are good

Children share strong emotional bonds with staff. They respond well to calm and nurturing staff. Staff give children choices about where they would like to play. Staff help children to understand about cooperative play. They teach children how to take turns, providing a narrative so that children understand the rules of group games. Staff praise children for their efforts. Children show motivation to persevere with physical challenges, like putting on their own wellington boots. Staff encourage children to take responsibility for their toys and praise them for tidying up effectively. They guide children to learn about routines for good hygiene and children quickly become independent in self-care tasks.

Outcomes for children are good

Children consistently show confidence and independence in accessing experiences indoors and outside. They willingly do things by themselves and show good levels of self-esteem. Children understand the clear routines that are in place and they know what is expected of them. For example, as children arrive they find their name card and post it in a box. This is good support for their literacy and good preparation for school. Children are very well behaved. They enjoy taking on small responsibilities, such as preparing snack for their peers.

Setting details

Unique reference number	309441
Local authority	Lancashire
Inspection number	10064123
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	2 - 4
Total number of places	24
Number of children on roll	15
Name of registered person	Joyce, Julie Patricia
Registered person unique reference number	RP902917
Date of previous inspection	7 October 2015
Telephone number	07847840764

Ribchester Nursery School registered in 1994. The nursery employs three members of childcare staff, of which two hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens Tuesday to Thursday during term time only. Sessions are from 9.15am until 3.15pm. The nursery provides funded early education for children aged two, three and four years old.

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