

# Inspection of Ripponden Pre-School

Community Centre, 5 Old Bank, Ripponden, Sowerby Bridge, West Yorkshire HX6 4DG

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Inspection date: 10 December 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

There are substantial weaknesses in safeguarding practice that compromise children's welfare. For example, staff and the manager, who is also the designated person for safeguarding in the setting, do not implement the setting's safeguarding policy and procedures. They fail to recognise the signs that indicate a child might be at risk of harm. The manager has a weak understanding of child protection procedures. She does not take prompt action to share information with the relevant agencies when child protection concerns arise. This significantly compromises children's safety and leaves them at potential risk of harm.

Despite this, the manager and staff have high expectations of what children can achieve. Staff provide a well sequenced and suitably challenging curriculum for all children. They take account of children's individual needs, including children with special educational needs and/or disabilities (SEND). Children are happy and enthusiastic learners. They play cooperatively together and eagerly explore the resources and activities that staff provide for them. Children learn how to share and take turns. They enjoy making bird feeders and hang these on tree branches outside. Children delight as they go back to the bird feeders and find that some of the food has gone. Staff encourage and support children to read books to find interesting facts about different habitats for birds. This helps to build on children's knowledge and understanding of the natural world around them.

The manager and staff provided targeted interventions and support for children who returned to the setting after the COVID-19 lockdown. They focused on providing children with reassurance and opportunities to become familiar with daily routines and socialising in larger groups. This has helped children to settle back into the setting well.

### **What does the early years setting do well and what does it need to do better?**

- The management of the Charitable Incorporate Organisation does not have a clear oversight into the operations of the setting. They have failed to identify and address areas of weakness in the manager's and staff's safeguarding practice. This does not protect children's well-being.
- The arrangements for the supervision of staff are not fully effective. The manager and staff do not receive targeted training and guidance to help them understand how to implement the safeguarding policies and procedures. As a result, the manager and staff do not understand how to identify and respond to child protection concerns about children. This does not help to protect children from potential risk of harm.
- The manager uses additional funding effectively to provide additional one-to-one adult support for children with SEND. This helps to enrich children's learning.

However, the manager does not successfully work with parents to encourage children's regular attendance in order to further support their development.

- The manager and staff offer an inclusive environment for all children. Staff effectively support children with SEND on the days that they attend the setting. They provide children with the tailored support that they need during these times. For example, children benefit from the individual timetables that help them to become familiar with daily routines and understand the process of tasks, such as washing their hands and eating meals. Staff support children to learn how to cope in situations that they find difficult.
- The manager and staff promote children's communication, language and literacy skills well. Children enjoy singing songs and rhymes. They listen intently to staff as they read. Older children begin to recognise rhyming words. They use their phonic knowledge to name words that staff sound out to them. Younger children join in with helping to retell familiar stories and predict what might happen next.
- Staff skilfully teach children to develop their mathematical skills. For example, younger children learn to count the total number of items in a group. Older children are encouraged to complete simple addition and subtraction sums to work out which group has more items. Staff sensitively challenge misconceptions by asking children to check their answers. Children complete the sums again and work out the correct answer. Staff know when to extend children's learning further by asking those who are capable to explain what went wrong the first time. This helps to deepen children's critical-thinking skills and prepares them well for their future learning.
- There is a clear plan of the physical skills that staff want children to learn. Children enjoy the time they spend outdoors in the fresh air. They develop good physical and coordination skills while riding balance bikes, bicycles and scooters. They learn how to feed balls through basketball hoops and persevere until they achieve what they set out to do. Children are resilient, confident and have high levels of self-esteem.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The staff and managers do not have a clear enough understanding of the signs that indicate a child might be at risk of harm. The manager fails to recognise when she should report concerns about children's safety and/or poor attendance to the relevant agencies. This does not help to protect children's welfare. That said, the manager completes robust recruitment and vetting checks to help ensure the suitability of all adults working with children. Staff complete daily checks of all areas of the premises that children access to help ensure these remain safe and suitable.

## **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure concerns about children's welfare are notified to the relevant agencies without delay	07/01/2022
implement the setting's child protection policies and procedures in practice to safeguard children	07/01/2022
provide staff with safeguarding training to ensure that they have an up-to-date knowledge of safeguarding matters and understand how to identify and respond to child protection concerns about children.	07/01/2022

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

- support the manager and staff to better understand the potential impact that poor attendance has on children's learning and development
- improve the supervision of staff to ensure that they receive the relevant coaching, training and support that they need to better understand their roles and responsibilities.

## Setting details

<b>Unique reference number</b>	2549898
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10216444
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Ripponden Pre-School Cio
<b>Registered person unique reference number</b>	2549897
<b>Telephone number</b>	01422 822777
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ripponden Pre-School registered in 2019 and is based in Ripponden village, Calderdale. They open Monday to Friday during term time only. Sessions are between 9am and 3.15pm. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications; two are qualified at level 3 and one at level 6, two hold early years professional status, and one holds early years teacher status. The pre-school provides funded early education places for two-, three-, and four-year-old children. They receive inclusion funding to support children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Jennifer Dove

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that info account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning. The inspector carried out joint observations of group activities with the manager and took account of her evaluations.
- The inspector talked to children, parents, staff and external professionals at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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