

# Inspection of Ridings Pre-School

Flood Street, Ockbrook, DERBY DE72 3RF

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Inspection date: 4 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the pre-school full of enthusiasm and excitement. They understand and follow the daily routine. As children arrive, they take off their coats and place them on their pegs. They put their lunch boxes in a box and wash their hands. They patiently wait their turn while chatting to their friends.

Children quickly settle and confidently move around the rooms selecting what they want to play with from a range of interesting opportunities. Children enjoy playing outside and use the equipment safely. They learn new skills, such as how they can use their arms to help them balance as they walk on planks and learn how to change direction.

Children are eager to take part in activities and have a positive attitude to their learning. They concentrate for long periods and staff respond to what children say and do. This is evident as children want to find out about crabs. Together, staff and children use the internet and find out about how crabs move and what they eat. Staff introduce new words, such as 'pincers', and use these words to encourage the children to draw their own crabs. Children hold crayons with control and count how many legs their crabs have, which develops their small-muscle skills and number skills.

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

- The manager is reflective and supports her staff. She carries out inductions as staff start at the pre-school, so they can develop a thorough understanding of their roles and responsibilities. She conducts staff supervision sessions and encourages them to undertake training to help improve their practice and bring new ideas to the pre-school. One of these new ideas is the forest school. Here, the staff support children to be more adventurous outside and develop their physical skills further. For example, they build up their confidence to venture down a mud slide.
- Staff focus on supporting children's language and early literacy skills in preparation for their future learning. Children listen attentively to stories and remember phrases from them, such as 'the peas are dangerous' from the story about a 'super potato'. They repeat words in songs and hold conversations about, for example, cooking crispy cakes at home. They learn letter sounds using jigsaws, and some older children confidently write their names.
- Parents speak highly of the pre-school and report on the progress their children make. Parents know what their child needs to learn next and say that they feel well informed about how to help their child's learning at home. Staff work with parents and professionals when children have special educational needs and/or disabilities. They take prompt action to identify concerns and support them

accordingly.

- Staff find out about the experiences children have at home, so they can broaden these at the pre-school. For example, staff identify that some children do not socialise with other children. Therefore, they support children's social skills through routines and activities to encourage them to play with others. They introduce activities to help children learn about how to look after themselves in the event of an accident. For instance, they take part in first-aid activities, where children learn to put on slings and bandages.
- Staff have high expectations for children's behaviour. They teach children right from wrong and gently remind them to follow the rules and boundaries in place, such as not running inside. They encourage children to tidy away the toys they use, which the children do willingly. Staff help children to manage their emotions and introduce well-being sessions to encourage children to relax. These involve children doing yoga and giving each other a massage.
- Children develop a good understanding of personal hygiene and develop good independence skills, in readiness for school. They discuss with staff how germs can make you sick and why it is important to brush your teeth. Children help themselves to their fruit for snack and say 'please' and 'thank you' when getting their drink from the staff.
- The manager has clear views of what she wants children to learn and provides an exciting curriculum. Staff consider children's interests and prior learning as they join children in their play and support their desire to learn. However, some staff are less clear on what skills and knowledge they want children to gain through the activities the children choose.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular safeguarding training and fully understand the possible signs and symptoms that might indicate a child is at risk of harm. They know how to raise concerns with outside agencies to protect children or if there is an allegation made against a member of staff. The manager implements robust recruitment procedures and ensures the ongoing suitability of staff. Staff's understanding of safeguarding is frequently checked through questioning and discussions during staff meetings. Staff ensure that the premises are safe and secure. They supervise children closely while encouraging children to take appropriate risks.

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

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

- build on the staff's knowledge of the curriculum intent so that they are clear about what skills and knowledge they want children to gain from activities and

experiences.

## Setting details

<b>Unique reference number</b>	206845
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10131238
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Ridings Pre-School Committee
<b>Registered person unique reference number</b>	RP517243
<b>Telephone number</b>	01332 670808
<b>Date of previous inspection</b>	9 February 2016

## Information about this early years setting

Ridings Pre-School registered in 1967 and is run by a committee. It is located in Ockbrook, Derbyshire. The pre-school employs seven members of staff, all of whom hold early years qualifications. The deputy has a foundation degree in early childhood studies, and the manager holds early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Hughes

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together to discuss the curriculum and how it is delivered by staff.
- The inspector carried out a joint observation of an activity with the manager. The inspector considered the quality of education during activities and the impact this has on children's learning.
- Staff spoke to the inspector at appropriate times and held a short meeting with the manager and deputy manager to discuss staff training and how they evaluate their practice.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector so she could take account of their views about the pre-school.
- The manager showed the inspector relevant documentation and evidence of the suitability of the herself, the committee and staff.

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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