

Inspection of Ripponden Pre-School

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

Inspection date: 11 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enter the setting keen and eager to learn. They are very independent and confidently settle into the familiar routines. Staff deployment is effective in ensuring children are safely supervised and have good levels of support.

Staff know the children well and have a good grasp of how best to support them and build on their knowledge. They recognise the importance of allowing children time to practise and hone their skills and apply their learning in different ways. This helps children to grow in confidence and ensures knowledge is embedded.

The curriculum is ambitious, and staff are skilled at providing good levels of challenge for all children. When children returned to the setting, following time off during the COVID-19 pandemic, staff completed assessments for all children. This allowed them to identify any specific areas of focus for learning and provide targeted support.

Children develop an early appreciation and love of books. Group story times capture the children's interest, and they show good recall at the end of stories. They confidently answer questions around events in the story and the order in which these happened. They talk about the various characters and explore their different emotional responses.

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

- The curriculum is well planned and sequenced. Staff incorporate the children's interests, around such things as bones, fossils and the solar system. This helps to ensure that learning is meaningful and enjoyable for children. Staff ensure key skills of focus are brought into learning experiences as identified in children's individual learning plans.
- Staff support children to gain an understanding of other's feelings and learn how their behaviour impacts on others. They learn about responsibility as they help to clear up after themselves and complete self-care tasks. This helps prepare them for their transitions to school.
- Children with special educational needs and/or disabilities are very well supported. Gaps in learning are quickly identified and discussed with parents. Funding is used to good effect to purchase specific resources that best support the children's individual learning needs. Staff are proactive in getting professionals on board to get children the help and support they need. This targeted approach helps to prevent gaps from widening.
- Staff engage in lots of dialogue with children and ask questions that challenge their thinking. Children are very keen to share their thoughts and ideas during larger group activities when learning about shape and number. However, they

do not always remember to take turns to speak and to listen to others.

- Children learn more about the natural world during planting activities. They learn which fruits and vegetables grow above and below ground. Staff introduce them to new words and their meaning and support them to correctly pronounce more challenging words, such as 'nasturtiums'. This helps to build their vocabulary.
- Children enjoy a range of activities outdoors. They enjoy looking for snails and talk about the similarities and differences, comparing size and observing the different markings on the shells.
- Children set themselves challenges to build towers taller than themselves and predict how many more bricks they will need. They problem solve and discuss how they will continue to build the tower when it becomes taller than they can reach.
- Children enjoy a challenge and have good control and coordination, skilfully manoeuvring bikes around obstacles and down slopes. Staff support them in their progression from sit and ride toys to trikes, balance bikes and pedal bikes and teach them the skills they need.
- The staff team work effectively together and continually reflect on their practice. Leaders have a good oversight of the curriculum, to ensure it continues to challenge children and successfully builds on their knowledge and skills. Staff have regular opportunities to attend training and widen their knowledge, which helps to improve outcomes for children.
- Partnerships with parents are very effective and this collaborative approach helps build on children's knowledge and skills. Parents report how they can clearly see the rapid progress their children are making. They value the regular feedback they receive on their child's progress and how they can best support them at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have all attended recent training on safeguarding and understand their roles and responsibilities to protect children in their care. They know how to recognise the possible indicators that a child may be at risk of harm. They understand local procedures for reporting any concerns and of the importance of making timely referrals to safeguard children. There are clear and effective arrangements for the recruitment and vetting of staff. Procedures are also in place to ensure their continued suitability to work with children. Risk assessments effectively minimise hazards to children. Children learn how to keep themselves safe through gentle reminders from staff, for example, not to sit in front of doors in case someone opens it onto them.

What does the setting need to do to improve?

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

- review the planning of large-group focused activities to ensure that all children have opportunities to contribute and be heard
- consider further ways to encourage children's speaking and listening skills during large-group activities.

Setting details

Unique reference number	2549898
Local authority	Calderdale
Inspection number	10220390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Ripponden Pre-School Cio
Registered person unique reference number	2549897
Telephone number	01422 822777
Date of previous inspection	10 December 2021

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

Annette Stanger

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to the children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between staff and the children.
- The manager and inspector carried out a joint observation of a planned activity.
- The inspector spoke to several parents 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 setting.

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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