

Inspection of Ribby Hall Nursery and Preschool

Ribby Road, Wrea Green, Preston, Lancashire PR4 2PR

Inspection date: 8 June 2022

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

The provision is good

Children enjoy coming into nursery each day and are greeted with a warm welcome from staff. They have adapted well to the changes made due to the COVID-19 pandemic. Children understand that their parents can no longer come into the nursery, and confidently leave them at the door. They demonstrate that they feel safe. Children form positive relationships and show care and concern in their interactions with each other. For example, they kindly offer to play with other children when they notice that they are alone, and give hugs to cheer people up. This reflects the staff's high expectations for children's behaviour and conduct, and a culture of mutual respect.

Children learn to be independent and to manage their own personal care needs. For example, they know when they are thirsty and will freely access drinks. Younger children recognise when they are tired and will make their own way to the cosy areas for a rest. Children benefit from plenty of opportunities throughout the day for fresh air and exercise. Activities such as weekly sports sessions and regular trips to the adjoining woodland area further support children's physical well-being. Children remember what they have learned previously. For example, babies repeat 'roaring' sounds when they see pictures of dinosaurs, and older children enjoy sharing interesting facts about volcanos.

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

- Children thoroughly enjoy investigating and experimenting. They predict what will happen as they pour vinegar onto bicarbonate of soda. Children are fascinated when watching the reaction as it turns into 'lava from a volcano'. This helps to promote their understanding of the world.
- Communication and language are a priority in the nursery. Additional funding, such as the early years pupil premium, is used to give children experiences that will inspire conversations. For example, visits to the 'Wild Zone' mini zoo within the grounds offer children a broader range of learning experiences. Staff model clear language when talking to children and hold conversations to encourage them to talk about their own experiences.
- Staff provide fun group activities and encourage children to contribute their own views and ideas with their peers. However, on occasion, they do not consider the needs of all children when delivering large-group activities. Consequently, those children who are less confident at expressing themselves do not benefit as well as their peers from the intended learning.
- Appropriate procedures are in place to ensure children enjoy smooth transitions to new rooms, and eventually to school. Children's development and progression are supported by staff. For example, they share information about children's backgrounds and developmental milestones with their new key person.

- Staff know each child's individual needs and specific requirements. The support and reasonable adjustments provided improve children's care and education. The special educational needs coordinator works with other agencies to create targeted plans which ensure that all children make good progress.
- Robust procedures are in place to ensure that individual dietary needs, allergies and preferences are always known and met. Staff manage their environment well and plan activities that enable all children, including those with allergies, to be fully included. For example, ingredients which do not contain allergens are used for sensory play and to make play dough.
- Overall, children learn about the importance of good oral hygiene. For example, they use role play toothbrushes and sets of pretend teeth to learn how to brush teeth effectively. Children enjoy a wide range of freshly prepared, healthy meals and snacks. However, staff do not understand the impact of children having free access to drinks brought from home. Children choose to drink juice rather than the water or milk provided to support their good oral hygiene.
- Managers focus on supporting staff well-being and their professional development. Staff attend relevant training courses, and they talk about what they have learned and the positive impact of this on children. Staff feel supported in their roles and are happy to come to work.
- Parents speak positively about the nursery. They feel that staff keep them well informed about their children's progress. Staff celebrate children's diversity and invite parents to share activities and photos from home to help children to develop an awareness of other cultures and traditions from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team create a safe and secure environment for children. Staff know how to identify, respond to and manage any signs that might suggest a child is at risk of harm. Risk assessments are implemented well, which helps to keep children safe. Staff teach children how to stay safe outdoors. For example, children know to use the zebra crossing and hold hands when they go on their daily walks within the grounds. Robust recruitment procedures and established suitability checks ensure all staff are suitable to work with children. Staff complete regular training, so they can support children and families in their care.

What does the setting need to do to improve?

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

- review the organisation of group activities so that all children may benefit from the intended learning, particularly those who are quieter
- strengthen staff's understanding on the importance of providing healthy drinks to promote children's good oral health at every opportunity.

Setting details

Unique reference number	309747
Local authority	Lancashire
Inspection number	10234494
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	87
Number of children on roll	150
Name of registered person	W & G Harrison Ltd
Registered person unique reference number	RP527679
Telephone number	01772 674511 or 674513
Date of previous inspection	10 February 2017

Information about this early years setting

Ribby Hall Nursery and Preschool registered in 2002. The nursery is part of the Ribby Hall Holiday Park situated in Wrea Green, Lancashire. The nursery employs 29 members of childcare staff. Of these one has achieved qualified teacher status, one holds a childcare qualification at level 5, 20 hold level 3 qualifications and one holds level 2. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

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 into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- 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 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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