

Inspection of Ravensthorpe Community Childcare

24 Garden Street, Dewsbury WF13 3AR

Inspection date: 7 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and thrive in this welcoming and inviting setting. They show incredibly positive attitudes towards their learning and a desire to investigate their surroundings. Children confidently engage in a wide range of stimulating experiences that have been chosen to ignite their curiosity, awe and wonder. They form exceptionally strong bonds with staff, which helps them to feel safe and secure. Children are independent and self-assured individuals who have good social and communication skills. They are keen to share their experiences and demonstrate their knowledge and skills. For example, children show the inspector how to make a sandcastle following the instructions they have been taught by staff. Staff have extremely high expectations for children's learning. The curriculum is meticulously planned and sequenced so that all children, including those with special educational needs and/or disabilities, make excellent progress across all areas of learning.

Children are exceptionally well behaved and polite. They listen carefully to staff and are aware of the setting's 'golden rules'. Sharing and turn taking are consistently reinforced by staff. This helps children to play cooperatively together and build secure friendships. For instance, children beam with delight as they play group games outside, such as football and 'What's the time, Mr Wolf?'

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

- Partnerships with parents are excellent. Managers and staff build close relationships with all families who access the setting. They provide a welcoming and friendly place where parents can come for advice and support. Staff regularly host information evenings for parents to help them to enhance children's learning at home. For example, parents have attended workshops about healthy eating, toilet training and supporting children to be independent.
- Staff successfully work alongside parents to assess what children already know, understand and can do when they join the setting. They carefully consider what they want children to learn next and plan the environment and experiences accordingly. Staff incorporate children's interests into the activities on offer to help them to engage and focus.
- Highly effective strategies are in place to support children's communication and language development. Staff are extremely well trained and highly skilled at supporting children to become confident communicators.
- Children demonstrate good listening and attention skills during group activities. Older children choose their favourite songs and sing them together. Afterwards, children have the opportunity to sing out loud to their peers. This helps to build their confidence and self-esteem. Younger children engage in small-group activities that provide them with opportunities to listen to and follow

instructions. They use their bodies to pull and stretch a piece of material in different directions.

- Stories, books and rhymes are used successfully to support children's communication, language and literacy skills. Staff animatedly read familiar stories to children, using props to bring them to life. Children are engaged and join in with phrases from the story. For example, they say, 'Run, run as fast as you can, you can't catch me I'm a gingerbread man.' Children recap what happens in the story and are able to identify the title and author of the book.
- Staff interact positively with children as they play alongside them. They extend children's knowledge and skills through commenting and asking questions. For example, when playing in the mud kitchen, staff encourage children to count how many mud balls they have made and introduce simple addition and subtraction problems to challenge the most able children.
- Children are incredibly active and have access to fresh air every day. Staff carefully consider what skills they want children to develop in the outdoor space. Additional funding is used successfully to provide children with more resources to enhance and challenge their physical skills. The manager has plans in place to further develop the outdoor space to promote children's understanding of nature and wildlife even more.
- Transitions to school are seamless. Staff have excellent relationships with the local school. They successfully help children to move to school, using a range of strategies. For example, teachers visit children in the setting and staff share information about children's personalities and their learning.
- The manager is knowledgeable, experienced and passionate. She shares her expertise with staff to help them to develop their practice. The manager closely monitors staff performance. She provides rigorous training, coaching and mentoring so that all staff demonstrate impeccably high teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate an excellent awareness of the signs and symptoms of abuse, including any concerns associated with female genital mutilation or radicalisation. They receive regular training to ensure that their safeguarding knowledge is up to date. Staff are very secure in their understanding of the setting's procedures to follow, should they have any concerns about the children or adults associated with the children's care. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. New staff receive a comprehensive induction before they start, to enable them to fully understand their roles and responsibilities.

Setting details

Unique reference number	500879
Local authority	Kirklees
Inspection number	10131561
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	58
Number of children on roll	105
Name of registered person	RCC Community Childcare
Registered person unique reference number	RP523152
Telephone number	01924 510030
Date of previous inspection	5 February 2016

Information about this early years setting

Ravensthorpe Community Childcare registered in 2001 and is located in Dewsbury. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 8.45am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and assistant 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, indoors and outdoors, and assessed the impact on children's learning.
- Staff spoke to the inspector during the inspection.
- The assistant manager and the inspector carried out a joint observation of an 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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