



# Ribblesdale Nursery School

## Inspection Report

**Unique Reference Number** 119089  
**LEA** Lancashire  
**Inspection number** 280459  
**Inspection dates** 14 March 2006 to 15 March 2006  
**Reporting inspector** Mrs Jennie Platt

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Nursery	<b>School address</b>	Queens Road
<b>School category</b>	Maintained		Clitheroe
<b>Age range of pupils</b>	3 to 4		Lancashire, BB7 1EL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01200 423672
<b>Number on roll</b>	100	<b>Fax number</b>	01200 458277
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Margaret Sutcliffe
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mrs Viv Parsons

Age group	Inspection dates	Inspection number
3 to 4	14 March 2006 - 15 March 2006	280459

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## **Introduction**

The inspection was carried out by an additional inspector.

## **Description of the school**

Ribblesdale Nursery serves a wide area including the town and surrounding rural areas. Children attend part-time and start school with average attainment for their age. Three children have statements of special educational need. Twelve children are of Asian background and a minority of them are at an early stage of learning English. The school provides out-of-school care for 24 children. Building is currently taking place and the school is due to become a Children's Centre in the near future.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is an effective school that provides good value for money. The school's own assessment and parents' opinions agree with this judgement. Personal development is good and this is a very happy community. Achievement is good with the great majority of pupils working at the level that is usual for this age and a good number beyond this level. Teaching and learning are good. Practical activities and a thorough understanding of the needs of these children make learning enjoyable. Although planning is detailed it does not always make clear what teachers want the children to learn. The school's assessment procedures identify individual progress but do not provide useful data for monitoring the school's overall performance. Leadership and management are good. The school has sustained the richness of its curriculum during a difficult time as building work has reduced available space and resources. This is a caring school and provision for pupils with learning difficulties and/or disabilities is excellent. The headteacher has plans to extend the management roles of staff so that all areas of the school are fully evaluated. Governors and all staff form a strong team with a clear vision for future changes. Progress since the last inspection and capacity to improve are good.

not applicable

### What the school should do to improve further

- Improve assessment procedures so that it is easier to track children's progress and analyse performance against what is expected for this age range.
- Improve teaching by making it clearer in daily plans what children are expected to learn.
- Improve leadership and management by giving staff more responsibilities for checking that all areas of the curriculum are more closely monitored.

## Achievement and standards

### Grade: 2

Achievement is good. Children's attainment as they start school is broadly average and they make good progress and are on course to exceed the learning goals expected nationally at the end of the Foundation Stage. Progress is especially good in personal and social skills resulting in children leaving school as confident learners. In mathematical development, children have a good knowledge of counting and numerals and understand more and less. Children enjoy stories and are often seen sitting comfortably and sharing a book with a friend. They develop an enthusiasm for writing because they are encouraged to write for different purposes. They confidently make marks and some letters when writing 'notes' to each other or a 'shopping list'. The school is providing well for the higher attaining children by teaching them literacy and numeracy in ability groups. This enables these children to make good progress and reach higher standards. Children with learning difficulties and/or disabilities make good progress because activities closely match their needs. Caring support leads to

outstanding progress in some areas especially in their ability to relate to others. Although the overall progress of children learning through English as an additional language is good, they sometimes struggle with language acquisition because support is not readily available.

## **Personal development and well-being**

### **Grade: 2**

The children's personal development and well-being are good. This is a busy and exciting school and giggling and chatting are often heard. Children enjoy school and as a result attendance is good. Behaviour is good. For their age, they have good attitudes to learning but some find it difficult to stay on task for long and get restless if they have to listen for a long time. The focus on independence prepares children well for the future. Staff teach important messages about safety and healthy lifestyle in an imaginative way. Children listen attentively and have a good understanding about keeping safe and healthy. They say if they are unhappy they will talk to their teachers. They are very keen to take advantage of the outdoors and enjoy physical activities. Children know they have a responsibility to be kind and helpful. This ranges from feeding the birds to helping in the wider community by raising funds for charities.

Spiritual, moral, social and cultural development is good. The school celebrates the different cultures in school, for example by making Eid cards. Parents and visitors share their different traditions so that children understand and respect each other.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. All adults have a thorough understanding of how young children learn. They know when to offer help and when to stand back and observe. As a result, children become very independent and confidently test out new ideas. Staff ask probing questions that extend learning and encourage discussion. The very good relationships lead to children responding well to adults knowing that their ideas are appreciated. Higher attaining pupils are supported well and teachers effectively challenge them to extend their skills. An exciting variety of activities make learning fun. Children eagerly raced outside to complete a treasure hunt. They found pictures linked to a story and started to record their numbers on a chart. This was a very exciting way to extend numeracy and literacy skills. Planning identifies what is to be taught but what the children are to learn is not always identified. This leads to some missed opportunities to extend learning. Teaching assistants play a significant role especially when supporting children with statements of special educational need.

The quality of assessment is satisfactory. Teachers keep informal notes of their daily observations which effectively guide their plans. Records of individual progress are not closely linked to the nationally expected levels for this age and this makes it difficult to check how children are progressing compared with these levels.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is underpinned by a determination to make learning enjoyable. Every day children arrive to a rich variety of activities. The emphasis is on learning through first hand experiences. One child said 'Dressing up is my favourite activity.' The outdoor area is especially stimulating. Many resources are not available because of the construction work encroaching on the play area. Nevertheless, children enjoy running, climbing and role play. Activities are planned around a central theme so that the purpose of activities changes. This excites the children's imaginations. Occasionally, too many activities are planned and this leads to some children moving too quickly between activities. Visits in the locality add interest to the curriculum and the headteacher hopes to extend these to further afield. Visitors make learning interesting and convey important health and safety information.

Provision for pupils with statements of special educational needs is excellent. Children and staff make sure they play a full part in all the activities. The school also keeps a watchful eye on children learning through English as an additional language but is not always sufficiently aware of their language needs.

## **Care, guidance and support**

### **Grade: 2**

The care offered by the school is good with many strengths. Efficient procedures are in place to check on children's safety and well-being. Close liaison with the building contractors has ensured that children's safety has been a priority during the recent building.

An excellent partnership with a wide range of support agencies enables staff to offer informed guidance to all children and especially those with learning difficulties and/or disabilities. The school is well placed to provide a broad range of extended care from birth to five years as it moves towards achieving the status of a Children's Centre.

Staff involve children in their learning. Examples of work and photographs are shared with children as they are entered into a record of achievement. Teachers use this opportunity to show children how they have improved but they are not always shown what they need to do to make their work better.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Since taking up her appointment the headteacher has been heavily involved in the building of the Children's Centre. She has shown considerable management skills and is very close to completing this mammoth task. At the same time, the headteacher has encouraged staff and governors to be self-critical. The headteacher intends to further extend consultation with parents in order to seek their views on a regular basis. The school has a clear and accurate

picture of what is working well and what requires attention. Wisely, some actions have been put on hold to avoid overwhelming staff with change during this disturbing time.

Staff have management responsibilities but these are not sufficiently central to the school's development to ensure that all areas of learning are thoroughly reviewed. The overall monitoring of performance is made difficult because the current procedures do not provide useful and easily understood information.

Governance is good. Governors have played an important role in developing the school especially by managing finances. They have clear plans for the current surplus. Governors are committed to inclusion; management of the provision for children with learning difficulties and/or disabilities is excellent. Capacity to move forward is good. A strong team are determined to sustain existing strengths and to develop the school as the hub of the community.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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Ribblesdale Nursery School

Queens Road

Clitheroe

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16 March 2006

Dear Children

Thank you so much for the friendly way you chatted to me when I visited your nursery. I really enjoyed walking in your gardens and joining in with your treasure hunt.

I liked these things the most:

you are happy in nursery and you told me you have many friends

you told me you know how to find help if you are upset and I agree with you that the grown ups are very kind

it was good to see how hard you work and you are learning a lot

teachers make every day exciting for you with many different things to do

your nursery runs smoothly.

I have asked your teachers to look at three things to make your school even better:

to make it a little clearer what you are doing in some activities

to find easier ways to check on how well you are doing

to look closely at what is happening in school when deciding how it can be made better.

It is an exciting time with all the building going on and I am sure you will enjoy all the changes when everything is finished. I wish you and your families well for the future.

With best wishes

Mrs J E Platt (Inspector)

Ribblesdale Raindrops

Inspection report for early years provision

Unique Reference Number

EY261379

Inspection date

14/03/2006

Inspector

Lorraine Susan Fay

Setting address

Queens Road, Clitheroe, Lancashire, BB7 1EL

Telephone number

01200 423672

E-mail

Registered person

Ribblesdale Raindrops

Type of inspection

Care

Type of care

Out of School care

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#### ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory . The registered person meets the National Standards for under 8s day care and childminding.

## WHAT SORT OF SETTING IS IT?

The Ribblesdale Raindrops opened in 2003. The club operates from premises adjoining the Ribblesdale Nursery School. The nursery school is situated close to the town centre of Clitheroe. The club is managed by the school and is registered under the Management Committee. The club has use of a large activity room, toilet facilities and a kitchen. Children also have access to a large secure garden / outdoor play-area. Staff have access to staff facilities within the school. The club is registered for 24 children aged from 3 to under 5 years old. The club operates from Monday to Friday from 11.30 until 12.45 and again from 15.15 until 17.30, term-time only. There are 46 children on-roll. Children attend for a variety of sessions and all attend the Ribblesdale Nursery School. There are three permanent staff members employed including the Manager. Two staff have level two qualifications, with one working towards a level three. The Manager holds a level three qualification. Relief staff and committee members are available to cover any staff absences. This setting is in receipt of support from the Sure Start, Early Years & Childcare Service.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children enjoy a satisfactory range of activities which contribute to their good health. Staff lead by sound example in ensuring that children follow suitable routines which minimise the risks of infection and cross-contamination. Children learn the importance of hand-washing at appropriate times throughout the session. They take responsibility for their own hygiene and develop independence when attending to themselves in the bathroom. For example, they wash their hands before snacks, after using the toilet and after craft activities. Staff follow appropriate routine practices in relation to keeping toys and equipment clean. The premises are kept clean; this means that children can play in pleasant surroundings without potential risks to their health. Staff ensure daily use of the outdoor play-area. They plan a varied range of physical play activities. Children thoroughly enjoy outdoor games, for example, 'What Time Is It Mr Wolf?', football and using the physical play equipment. Children benefit from the fresh air following a day in nursery school. Attention is paid in ensuring that sick children are appropriately cared for prior to them being collected by their parents or carer. However, some staff on duty do not have up-to-date training in relation to First Aid. As a result, if an accident occurred, attention could not always be administered by a trained and designated member of staff. Staff display a sound understanding of the importance of healthy eating. This means that children thrive on a variety of healthy options. Menus are interesting and include a variety of fresh fruit. Warm snacks are provided during the winter months and menus are available for parents to observe. Mealtimes are a positive social occasion, during which children chat freely to their friends and the staff. Children develop independence as they are able to access drinks from the water fountain throughout the session. At the beginning of the placement staff gather detailed information from parents in relation to individual children's dietary requirements. Staff

use this information well to ensure that individual children's needs are met, particularly about any reported allergies or food intolerances.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children stay safe because staff pay appropriate attention to their safety both within the setting and during outdoor play. There are sound risk assessments which are regularly updated. A comprehensive policy is shared with staff and parents. This means that staff have clear guidance in relation to their responsibilities and keeping children safe. The premises are secure, and as a result, children can play in a safe, secure environment. A fitting system is in place in relation to the transferring of children from nursery into the club and visa-versa. This provides reassurance for parents and further enhances the safety of the children. A variety of additional safety features are in place, such as socket-covers, safety glass and regular maintenance of electrical appliances and fire fighting equipment. These measures enhance the safety of the children. Equipment is well-maintained and accessible to all children. An effective system is in place for the reporting of any faulty equipment or resources. This means that staff are constantly vigilant and see the safety of the children as being paramount when setting out equipment and activities. Children learn the importance of keeping a safe environment. They help to tidy away toys and pay attention during routine fire drills. Practitioners keep records up-to-date which impact on the safety of the children. Emergency contact details are suitably documented and accident records are clear in detail. Staff can therefore readily contact parents should an incident or accident occur. Staff work enthusiastically in providing an environment in which children feel safe and secure. As a result, children are content and happy to enter the club after nursery school. There is a comprehensive child protection policy, of which all staff are fully aware. Staff have an appropriate knowledge and understanding of child protection procedures. As a result, the wellbeing of the children is seen as paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because practitioners provide a wide range of quality play opportunities. Staff plan interesting and exciting activities of a recreational nature for both indoor and outdoor play. They place a high emphasis on children having fun whilst attending the club. Children develop self-esteem as they are given the opportunity to self-select resources. Staff encourage children to be proactive in choosing their own equipment. As a result, children smile and are extremely happy as they move around the setting in order to explore the toys and activities. They take great delight in participating in craft and creative activities. Children take great delight as they feel the texture of the pasta. They describe the feel of the pasta as cold and sticky. They laugh out loud as they make patterns in the shaving foam. They are actively encouraged to be creative and imaginative. Children in the home-corner pretend to make omelettes and pancakes. They whisk the eggs and toss the pancakes into the air. Staff take full part in activities and provide children with quality resources. They are approachable to children and take great interest in all that children tell them. Children enjoy a variety of outdoor play experiences. They run around taking in the fresh air which is most welcome following a day in nursery school. Some children prefer to take part in quieter activities. Staff are aware of this and provide areas for relaxation where children can concentrate. Children are able to access reading materials from the well stocked book area. These activities provide children with the opportunity to relax after a busy day in nursery.

Helping children make a positive contribution

The provision is good.

Children are able to make a positive contribution as they are made to feel very welcome and valued within the setting. Children have autonomy within the club. Staff ask for their views and opinions, for example, when setting out activities. Staff have a solid understanding of equal opportunities. This is reflected in their everyday practice, policies and procedures. Staff get to know the children very well. As a result, they get to know children's preferences. This enables them to meet individual children's needs well and ensure that children get the best from their time within the out of school club. Staff are very good role models who have high expectations of children. They talk to children using reassuring tones and are very fair in their approach. This means that children know their boundaries, respect the staff and each other and are very well behaved. Children respond to praise given by the staff, for example, when helping to tidy toys away at the end of snack time. Firm relationships are fostered with parents from the onset. Staff build strong links between parents and the club. They take the time to talk to parents and make them feel welcome. Parents are represented on the committee. This means that they play an active part in decision making and are kept informed of club business. Parents speak exceptionally highly of the standard of care provided and the club's reliability.

### Organisation

The organisation is satisfactory.

The club is suitably managed. There is a sound procedure in place which ensures that all staff working in the club are suitable to do so. This, ensures the wellbeing of children is a priority. Staff are appropriately supported by the committee and the ratio of staff to children ensures that children are equally well supported. There are staff to cover the absence of the manager, however, there is not a named deputy. This means that there are no clear lines of responsibility in the event of the manager being absent. Staff organise resources well. This ensures that children benefit from a variety of indoor and outdoor activities. Staff provide an appropriate balance of planned and child-led activities. This means that children look forward to their time at the club. Documentation is generally kept in a satisfactory order, organised and up-to-date. All policies and procedures are regularly evaluated and updated. This reflects the level of commitment by the management committee and the staff and indicates the standard of care given to the children who attend the club. The provision meets the needs of the children who attend.

### Improvements since the last inspection

At the last inspection this setting agreed to ensure the following: the missing child policy included procedures to follow for uncollected children; a system for the recording of complaints and that the child protection policy included procedures to follow should an allegation be made against a staff member or volunteer. The setting also agreed to ensure that the setting manager was made aware of the above policies and procedures. All policies and procedures are in suitable detail. There is a procedure to follow for uncollected children, a system for recording complaints and a procedure to follow should an allegation be made against a member of staff or volunteer in relation to child protection. The setting manager has been made aware of the said policies and procedures. This means that children continue to be protected and that staff have clear procedures and guidelines to follow in the event of a complaint being made or a child not being collected from the setting.

### Complaints about the childcare provision

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory . The registered person meets the National Standards for under 8s day care and childminding.

**WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

ensure that staff update on first aid training in order to ensure that there is at least one member of staff with a current first aid training certificate on the premises at any one time

ensure that there is a named Deputy who is able to take charge in the absence of the manager.

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