

# Ripponden Pre-School

Inspection report for early years provision

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**Unique reference number** 303798  
**Inspection date** 05/02/2010  
**Inspector** Janet Skippins

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

**Telephone number** 01422 822777

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Ripponden Pre-school was registered in 1970. It is a voluntary organisation managed by a committee. It operates in the community centre in Ripponden, Sowerby Bridge. Children are accommodated in two rooms on the ground floor with access to an enclosed outdoor area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 40 children in the early years age group on roll, some on a part time basis. The pre-school supports children with special educational needs and/or disabilities. It is open each weekday from 9.15am to 11.45am and from 12.45pm to 3.45pm during term time. Children attending full day care remain on the premises for a packed lunch. A play scheme operates during the summer holidays from 9.15am to 3.15pm. There are six members of staff who work directly with the children, all of whom hold relevant childcare qualifications. The setting is a member of the Pre-school Learning Alliance and holds their Quality Assurance award.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled at the pre-school and benefit from a warm and welcoming environment. They are making good progress towards the early learning goals and their welfare is promoted well. The provider is able to assess the setting's strengths and weaknesses, and has a positive attitude to improvement, although their self-evaluation is in development. All documentation for the safe and efficient management of the setting is in place. Parents have a high level of involvement with the pre-school and the setting works well with other providers.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- use the Ofsted self-evaluation form and quality assurance improvement processes as a basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

## **The effectiveness of leadership and management of the early years provision**

The manager and staff have a good knowledge of safeguarding children. There is a clear, detailed policy in place and the pre-school works well with parents, ensuring that the welfare and protection of children is a high priority. Staff vigilance ensures that visitors are closely monitored and adults working with children are suitable to do so. The premises and outdoor area are safe because detailed written risk

assessments are used effectively. Children are taught to be safety conscious. For example, staff remind them that it is not safe to run indoors.

The setting runs very smoothly on a day-to-day basis, with staff having a clear understanding of their roles and responsibilities. Staff training and development is given a high priority and two members of staff are working towards the Early Years foundation degree. Resources are used well to ensure the children have all the equipment they need. Consequently, all the areas of learning are covered continuously. The stimulating environment, both indoors and outdoors, helps children progress well towards the early learning goals. Staff have gained a high level of knowledge and understanding of the Early Years Foundation Stage through attending training. They put this knowledge into practice by planning a good range of stimulating activities based on children's interests. This results in the children showing a positive attitude to their learning and having good levels of achievement in relation to their starting points and capabilities. The pre-school is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are well established channels of communication between the pre-school and the school which children move on to, maintaining continuity for the children. There are positive partnerships with parents. Relationships of mutual trust are maintained because parents are made to feel welcome when they bring their children to pre-school. Most parents take turns to help at the pre-school and some join the management committee. Parents say they are very happy with the pre-school. They say their children proudly tell them what they have done during the session. They feel the pre-school communicates well with them through newsletters and the website as well as personal contact on a daily basis.

At the last inspection, two recommendations were made. The pre-school was asked to expand behaviour management strategies to allow all the children to be involved in managing their own behaviour. Staff now talk to children about rules and boundaries, explaining to them that if they follow the rules they will enjoy playing safely together. The pre-school was also asked to ensure continuous provision of all resources to children all the time. Since the last inspection, resources have been reorganised to make them more easily accessible for children. For example, children now help themselves to mark making equipment from a set of drawers. Also, children are able to choose activities covering all areas of learning throughout the playgroup session.

The pre-school is starting to use a formal self-evaluation system and has used quality assurance processes in the past to assess the provision. They have achieved a quality assurance award and involve parents in evaluation by asking them to complete questionnaires. The staff and committee are aware of the strengths and weaknesses of the pre-school. For example, they know that the outdoor area will be further improved if their grant application is successful so that they are able to purchase more resources. This demonstrates their commitment to continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children's learning and development are good in relation to their starting points and capabilities. Children are confident and learning independence and social skills. They are well motivated, very happy and settled in the pre-school. The environment is well organised in clearly defined areas and the children have sufficient space to move about freely. They are able to self-select from a good range of toys and resources. Children stay healthy because they have daily access to the outdoor area. The door remains open throughout the session so that they are able to move in and out freely. The children develop their physical skills by using ride on toys as well as the climbing frames and slides. They enjoy healthy snacks of fresh fruit, with milk or water to drink. Children make a positive contribution to the running of the pre-school and develop skills for the future. For example, when they arrive they register themselves by identifying their name and photograph on a card and moving this onto a board. Children behave well and are well-mannered.

Children have high levels of concentration and spend long periods working independently, using the computer to develop their information and communication technology skills. Messy play is given high priority in the pre-school, with children being free to access paint, glue, dough, sand and water at all times. They independently help themselves to books and look at them in a comfortable corner of a quiet room. Staff encourage their writing skills when they support them to write shopping lists while doing role play activities in the home corner. Counting skills are developing well because children enjoy singing number rhymes and they are encouraged to count during play activities. Good use is made of recycled materials, such as very large cardboard boxes, tubes and sacking, which the children use enthusiastically to construct dens. Children are beginning to learn about people from diverse backgrounds by talking with staff about different countries when they are using resources, such as dressing up clothes and compact discs to listen to music from around the world. Posters are well displayed which helps children become familiar with a wide range of people, including those with disabilities. Children enjoy visits from police officers and crossing patrol people, who come to tell them about their work and help them learn how to stay safe.

They explore the local environment by going on interesting outings to the village and woods. They enjoy hunting for worms and snails. They learn about life cycles when they watch ladybirds grow from larvae. Staff spend time talking to the children and supporting them. They provide a good balance of adult-led and child-initiated activities. The children relate well to staff. They talk to them confidently and staff take time to listen and extend their language.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met