

# Ripponden Pre School

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



<b>Inspection date</b>	9 June 2016
Previous inspection date	5 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager and her highly motivated team are extremely reflective and strive for excellence. They particularly aspire for the children in their care to achieve the most they possibly can, and to have the skills for life that they need.
- Children flourish in this carefully planned environment, and they have fun as they play and explore. Interactions between staff and children are excellent. Staff show a genuine pleasure in being with the children.
- Children's well-being is at the heart of everything staff do. Home visits and flexible settling-in arrangements contribute to children's extremely high levels of emotional well-being. Children are confident, happy and independent in the pre-school.
- Children are extremely well behaved. They are involved in developing the expectations and boundaries at pre-school. Children respond remarkably well and self-regulate their behaviour, reminding each other of the rules and routines.
- Staff are highly qualified. Systems for reviewing the quality of teaching are extremely rigorous. The manager uses her excellent knowledge, skills and expertise to guide and support staff. Professional development is highly focused and sharply linked to children's achievements, in order to ensure that they progress rapidly.
- Children's needs are met exceptionally well. Partnerships with other professionals support a highly successful, shared approach towards children's learning. This helps to ensure the very best possible outcomes for all children, including those with special educational needs.
- Staff are especially focused on supporting children to acquire excellent speaking and listening skills. They provide a superb range of opportunities for children to develop and express their thoughts in a sustained and purposeful way. Staff show delight as children share their ideas, which helps to support their confidence extremely well.

## What the setting needs to do to improve further

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

- further develop the already rich opportunities in the outdoor areas as identified and review the impact of this on children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the settings self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and other professionals that work with the pre-school during the inspection, and took account of their views.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent knowledge of their role and responsibilities in keeping children safe from harm. Partnerships with parents are exemplary. Staff plan an exceedingly wide and imaginative variety of events which involves parents in their children's learning and development. For example, they organise the annual wacky races event that involves the dad's race. Parents highly value the relationships they have with staff. Parents state how they feel their children are loved and cared for at the pre-school. Meticulous systems to monitor the progress of individual children and different groups of children are used exceptionally well. This enables the manager to identify gaps swiftly and implement effective strategies to successfully support all children, including those with special educational needs. This helps to ensure children achieve their full potential. The manager identifies a desire to further develop the outdoor area, in order to extend the already excellent learning opportunities for children.

### Quality of teaching, learning and assessment is outstanding

Children's high levels of curiosity and explorations are fostered extremely well. Staff greatly value and acknowledge the contributions that children make, and actively listen to their ideas and opinions. Children demonstrate excellent knowledge of the cycle of growth. They recall and accurately describe what seeds need in order to grow. As children explore a wide range of fruit and vegetables, they ponder and use their reasoning skills to work out the characteristics of the coconut. Staff are wonderfully tuned into the children's thinking as they encourage children to feel, listen and to describe what they see. Children reveal excellent language and thinking skills as they make links with what they know and triumphantly state, 'I know, it's a watermelon with hair'. Younger children demonstrate excellent listening and attention skills as they join in with group time. Older children are superbly challenged as they confidently and enthusiastically recognise, calculate and match numbers to the characteristics of shapes. Children demonstrate remarkable knowledge of mathematical concepts. They identify complex shapes including hexagons, trapeziums and pentagons. Staff use highly skilled teaching. They encourage children to use their knowledge to identify the initial letter sounds that the shapes begin with.

### Personal development, behaviour and welfare are outstanding

Parents are delighted with the excellent levels of independence their children are taught. Children learn about the importance of healthy lifestyles. They are developing first-rate knowledge of healthy foods and good hygiene routines. Children delight in being outdoors and develop their balance and coordination. All children are exceptionally proficient on the wheeled toys, with many children using bicycles with stabilisers. They are remarkably mindful of others as they negotiate safely around people and obstacles.

### Outcomes for children are outstanding

Children are inquisitive and highly motivated learners. They display superb levels of creativity and imagination as they pretend to be plumbers and builders. Children are fully absorbed in their roles and collaborate beautifully with their friends. They are gaining an exceptional range of skills in preparation for school, when the time comes.

## Setting details

<b>Unique reference number</b>	303798
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	867495
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Ripponden Pre-School Committee
<b>Registered person unique reference number</b>	RP907244
<b>Date of previous inspection</b>	5 February 2010
<b>Telephone number</b>	01422 822777

Ripponden Pre School was registered in 1970. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including two with early years professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 3.15pm. A playscheme operates during the summer holidays.

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