

Ripley Pre-School

Ripley C of E Infant School, Wentworth Close, Ripley, WOKING, Surrey, GU23 6ED

Inspection date

Previous inspection date

08/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff are very kind and caring and work effectively together to provide children with a welcoming, fun, learning environment.
- Children's personal, social and emotional development is excellent. They behave exceptionally well, are polite and have positive relationships with one another.
- Staff have a good understanding of how to support children's development. Consequently, children make good progress with their learning.
- Children demonstrate a good understanding of safety as they play.
- The leadership and management of the pre-school are good. The manager has a positive attitude towards improvement and professional development for staff is fully supported.

It is not yet outstanding because

- Children's opportunities to learn from displays of words and numbers are not fully maximised.
- Parents do not have independent access to pre-school policies and are not given clear information about their child's progress in all areas so they can support learning at home.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children both indoors and outside.
- The inspector discussed pre-school practice with all staff working with children.
- The inspector sampled documentation including children's learning records.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Cathy Hill

Full Report

Information about the setting

Ripley Pre-School originally registered in 2003 and re-registered in 2012 with new owners as a limited company. The group has sole use of a purpose built room within the grounds of Ripley Church of England Primary School, Ripley. The children have access to an enclosed play area adjacent to the room. The children benefit from having access to the school hall, playground and field and environmental area. Children from the village of Ripley and the surrounding villages attend the group. Ripley Pre-School is open Monday to Friday, during term time only from 8.45am to 11.45am and 12 noon to 3pm. There is a lunch club enabling children to stay for the whole day. The pre-school also provides out of school care for children aged four to eleven years. The breakfast club operates from 8am till 8.45am and after school care operates from 3pm until 5pm. The pre-school supports children who speak English as second language. The pre-school employs four staff to work with the children, and all have National Vocational Qualifications at level 3. The pre-school has very good links with the adjoining primary school. The pre-school is registered on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. There are 37 children on roll in the early years age range. The pre-school receives funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their understanding of words and numbers, for example, by creating an environment rich in print
- increase the information shared with parents by providing them with independent access to all policies and by sharing clear detail of children's progress in all areas so they can support children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff work seamlessly together to provide a happy and calm play and learning environment for children. Children settle quickly on arrival as they feel welcome and are totally familiar with their surroundings. They make good progress with their learning as they receive support from kind, caring staff who are sensitive to their individual needs. Parents share information about their child's starting points and staff then use their ongoing observations of children's development to plan for each child's future progress.

Staff maintain development records for all children and share these with parents at parent consultation evenings. However, not all records have been updated to show a clear picture of children's progress and next steps in all areas to provide parents with a highly detailed picture of their child's learning. As well as maintaining development records for children staff also complete the required written progress check for children who are two years old.

Children make constant progress as staff have a good understanding of how children learn and they use opportunities as they arise to challenge and extend children's thinking. For example, staff sit with children as they enthusiastically dig outside. Children dig up roots and staff ask children if they know where the roots come from and children say 'trees'. Staff then encourage children to look and see if they can find any trees in the garden and proceed to explain to children about the purpose of roots. Children are very confident and articulate communicators and organise their thoughts well before speaking. They immerse themselves in imaginary play and explain that they are 'hammerhead sharks building a giant wooden lizard'. Children have a strong motivation to learn and actively engage in play of their choice. For example, they see others making collage pictures and very politely ask, 'Please, can I do that'. They take ownership of their learning as they take a pile of numbered penguin cards and ask each other what the numbers are. They enjoy taking on the role of teacher and pupil and confidently recognise numbers up to 10. Staff develop children's understanding of numbers and words, for example, as they encourage them to count the number of blocks in a model they build and as they share stories with children. However, number or key word labels are not on display throughout the indoor and outdoor play areas to enhance children's literacy and numeracy knowledge as they play.

Children's personal, social and emotional development is excellent. They play exceptionally well together and happily share resources, such as the tandem tricycle and rocker outside. They patiently wait their turn to use the slide and follow staff's positive role modelling as they treat each other with respect. For example, children sit together and show skill in using the mouse to complete an art activity on the computer. When they have finished they turn to another child to politely ask if they would like a go, showing an understanding of sharing and fairness. Children rush to help staff set out crash mats under the climbing frame outside and take responsibility for their environment as they help tidy resources away. They play a matching game together and notice another child needs the card they have picked up to match to a picture on their board. They put the card face down, near the other child, so the other child can easily remember where it is. Visitors to the setting, such as a microbiologist, and outings to places, such as the bakers, help children develop an understanding of the wider world. They learn about the natural world, changes and growth, during activities linked to the life cycle of a butterfly.

The contribution of the early years provision to the well-being of children

Staff organise time and space effectively so children have good daily opportunities to progress in all areas. Children show independence as they freely select what they play with from the wide variety of resources set out both indoors and outside. They feel a sense of belonging as they have their name and photograph on their peg labels. Staff display children's artwork showing they value each child's efforts. The pre-school's key

person system is effective in supporting children's emotional well-being. Children have positive relationships with staff and each other. Their behaviour is excellent and they are polite, kind and considerate towards others. They show their trust in staff as they turn to them readily for support and to proudly show them pictures they have drawn. Settling-in procedures give children time to become familiar with their new surroundings and carers before they attend for full-sessions. Staff spend time supporting children in developing the skills they will need for school so that children will feel comfortable making the move at the end of their time at pre-school. Staff treat all children with equal concern and boost children's self-esteem through praise to enable them to become confident, independent learners.

Children demonstrate a good understanding of safety as they play. Children at the top of the slide call to others below to 'watch out' as they are just about to slide down towards them. Children show good coordination and control as they ride wheeled toys around, stopping and beeping their horn so those in front of them have time to move out of their way. They stop to reverse and make a beeping sound knowing this is to warn others of their intentions to move backwards. Children thoroughly enjoy the freedom to play outside in the fresh air where they develop their physical skills, for example, using the climbing frame and rocker. They are developing a good understanding of a healthy lifestyle and independently follow routine hygiene procedures, for example, as they wash their hands after going to the toilet. They wear hats outside in the sun and pour themselves water to drink when thirsty.

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

Staff work very well as a team to meet the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Recruitment and induction procedures are effective in assessing staff suitability and all staff are vetted and have completed safeguarding training. They are confident with the procedures to follow with any concerns. Staff check the pre-school environment daily to make sure it is safe for children and risk assessment records are maintained. The manager has regular supervision meetings to monitor and discuss staff performance and appraisals take place on an annual basis. Management fully support ongoing professional development for staff and all staff are currently qualified to level 3 with training identified for further progression.

Staff have good relationships with parents and others involved in children's care and education. Parents confirm they are very happy with the pre-school and find the staff approachable. Staff share both verbal and written information with parents about their child's development. Newsletters, and information on display on an outside notice board, keep parents informed about pre-school practice. Parents are made aware of the pre-school's policies and procedures but these are not set out for parents so they can independently look at them should they wish to do so. The manager has a positive attitude towards ongoing development and is keen to develop pre-school practice to continually improve outcomes for children. She recognises the strengths of the pre-school

and has identified areas for improvement, such as the outdoor area and resources to support children in learning about science. The manager monitors children's learning records and has identified there is room for improvement. Staff are currently working on implementing a new planning and assessment system to improve their record keeping about children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458470
Local authority	Surrey
Inspection number	901189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	37
Name of provider	Ripley Pre-School
Date of previous inspection	not applicable
Telephone number	07807 703002

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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