

# Ripley Pre-School

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



## Inspection date

14 May 2018

Previous inspection date

8 July 2013

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

## Summary of key findings for parents

### This provision is good

- Children arrive happy and settle well to play with items of their own choice. They have good relationships with the staff and they develop a strong sense of belonging.
- The manager and her staff know what children enjoy playing with and how they like to play. They observe and interact with children during their day.
- Children are helped to behave well. The manager has a very calm manner and is a good role model for all staff and volunteers. Consequently, children are provided with consistent messages about how to treat each other with respect and kindness.
- Parents speak highly about the pre-school and the attention that the manager and her staff provide to their children. They say that their children love coming to the pre-school and that the staff help them to be well prepared for school.
- The manager and staff work together well to identify further areas to develop so that the pre-school continually improves.

### It is not yet outstanding because:

- Staff do not always make the most of links with other professionals involved in children's lives, to share and build on information about their needs.
- Occasionally, staff do not take all opportunities to provide the older and most-able children with enough challenge to extend their learning further.

## What the setting needs to do to improve further

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

- strengthen the links with other professionals involved in children's lives, to promote a more shared approach to identifying and supporting children's ongoing needs
- provide older and most-able children with an even greater level of challenge during activities, to extend their learning further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the provider, the staff, volunteers and children at appropriate times.
- The inspector carried out a joint observation with the manager and held a meeting with her.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to several parents and took account of their views.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they are concerned about children's welfare or if there is an allegation made about them. The manager ensures that all staff, including new members, attend regular training related to child protection. This means that staff gain up-to-date information and are clear about their roles and responsibilities. This has a positive impact on children's safety and welfare. The manager follows secure procedures to check the ongoing suitability of all staff. She is aware of staff's needs and their key children's development. Together, they observe and assess children's progress. They identify any gaps in children's learning and development, and implement small-group activities or one-to-one teaching strategies to help children progress.

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

Children are interested in their surroundings. For example, they eagerly discuss the displays that show photographs of familiar animals, such as pets from home. Staff listen attentively to children and respond with interest. Children particularly enjoy playing outdoors. Staff teach children how to make items, such as paper aeroplanes. They reinforce their knowledge about shapes, such as triangles, when explaining how to make different parts of the aeroplane. Younger children are encouraged to draw or make marks on the items that they make. This helps to support early handwriting skills. Staff teach children about the growth cycle of plants and the impact on these of sun and light. This helps children to learn about nature and how to care for living things.

### Personal development, behaviour and welfare are good

Children are settled and have strong bonds with the caring staff. For instance, they invite key persons to sit alongside them when having their nutritious snack. Staff are aware of children's dietary needs and promote good hygiene and independence skills. They are attentive to children and help them to recall past experiences, such as events they took part in with their families. This helps children to develop a sense of belonging and promotes their self-esteem. Children have plenty of opportunities to practise their physical skills. For example, they enjoy exploring mud, riding wheeled toys, playing ball games and visiting nearby parks. Children's safety is promoted at all times, such as when they are reminded about how to safely use the chairs.

### Outcomes for children are good

All children learn skills that help them to be prepared for their future learning, including their eventual move to school. They have good social skills and older children demonstrate independence in their personal care. Children show confidence in selecting resources that interest them, such as books and board games. Younger children are encouraged to recognise their own names and older children show visitors how they are able to write these. Children use chinks, pens and pencils to make marks and write.

## Setting details

<b>Unique reference number</b>	EY458470
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1063305
<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>	26
<b>Name of registered person</b>	Ripley Pre-School
<b>Registered person unique reference number</b>	RP907628
<b>Date of previous inspection</b>	8 July 2013
<b>Telephone number</b>	01483 223230

Ripley Pre-School originally registered in 2003 and re-registered in 2012. The pre-school is located in Ripley Church of England Primary School, Ripley. It employs five members of staff. Of these, one holds qualified teacher status and three hold appropriate early years qualifications at level 3. The pre-school is open Monday to Friday from 8.45am until 3pm during term time only. It also provides out-of-school care for children aged four to 11 years. The breakfast club operates from 8am until 8.45am and the after-school care operates from 3pm until 4pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

