

# Ryesings at Rye Park Nursery School Centre

Walton Road, Hoddesdon, Hertfordshire, EN11 0LN

<b>Inspection date</b>	31/01/2013
Previous inspection date	27/03/2006

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The programme for communication, language and literacy is stunning. For example, children engage themselves fully in highly absorbing open-ended story telling that supports excellent language skills
- Staff have excellent opportunities for professional development because management are highly committed to ensuring that staff have up-to-date skills.
- Staff assess children rigorously and maintain comprehensive development portfolios which feed directly into highly appropriate and individualised plans for children.
- Staff have exceptional partnerships with other professionals involved in children's care and learning. This supports excellent provision for children.
- Children make exceptional progress because their individual needs are fully met through meticulously accurate planning.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector had a discussion with the manager and the provider.
- The inspector observed the interaction between staff and children.
- The inspector spoke to parents and took their views into account during the inspection.
- The inspector examined planning and assessment records.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

The Ryesings Pre-school was registered in 2005 on the Early Years Register. It is situated in purpose built premises in the Hoddesdon area of Broxbourne and is managed by the governing body of Rye Park Nursery School Centre. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, one staff member holds level 2, and one staff member has Early Years Professional Status.

The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. Children attend for a variety of sessions. There are currently 75 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- set up displays that remind children of what they have experienced, for example, using objects, artefacts, photographs and books.

### **Inspection judgements**

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

Children make excellent progress because highly skilled staff provide a wide range of interesting activities that meet children's needs exceptionally well. Staff plan meticulously and incorporate children's interests and parental observations to make the provision highly relevant and engaging to children.

For instance, a specialist story teller visits the pre-school regularly to support children to create their own stories from a vast range of natural, open-ended resources. This innovative, absorbing experience fires children's imagination and leads to excellent use of language and extended story telling. Children have an array of early writing opportunities both indoors and outdoors, such as using sticks to make marks in damp sand, and by using a vast range of tools and materials in the writing or role play area. They recognise their names when they arrive for registration, and use their name cards to help them write their names independently on their work. Children have excellent listening skills because staff provide sound lotto board games and use musical instruments from around the world to help children to differentiate sounds. They sing action songs so that children become aware of rhyming words. These skills are extremely useful to children who are about to start school.

Children count securely and clap their hands as cars race down the ramps that the children have created in the outdoor area. They recognise colours and shapes as they move large floor shapes to create interesting patterns. Children use mini computer tablets

with remarkable competence. They select and open applications to take photographs of their friends without any adult assistance. Children's learning is enriched by visits from local police officers and the fire service who talk to the children about their roles.

Staff support children's learning exceptionally well. Staff give children time to think and offer strategies to help children to solve puzzles by themselves. Staff follow the children's lead well. They provide large rolls of paper for children to create their own road layout and increase their vocabulary by naming different road features. Children concentrate well and engage deeply in activities. Staff ensure that planning is carefully balanced so that children can initiate their own play and adults can lead activities. Although wall displays support children's learning, there is scope to develop further interactive displays that link to children's experiences and consolidate their learning.

Staff provide a well-arranged outdoor area that offers challenge and interest to children. Children practise their physical skills by climbing across frames and balancing along logs. A wide range of large and small equipment is used to promote throwing, catching and physical coordination. Children talk to each other in cosy dens in the garden and learn about growth as they plant seeds and watch them grow outdoors.

Children are assessed robustly. Staff maintain comprehensive development portfolios for each child, containing high quality observations, annotated samples of work, summaries of skills and next steps for learning. The next steps are fully incorporated into weekly plans to ensure that children's needs are met precisely. Progress checks for children aged two to three years of age have been fully implemented and are very effective.

There are excellent links with community health professionals who visit the setting regularly to offer advice on individual education plans for children with special educational needs and/or disabilities. They offer support and information to staff and contribute strongly to children's development. A weekly visit from a speech therapist provides strong focus on communication and language and gives staff highly practical ways to improve the provision for children. Staff support children well who learn English as an additional language, for instance, by displaying and using key words in a child's home language and through use of visual resources. As a result, children make exceptional progress.

Staff value the role of parents and provide good opportunities for them to be involved in their child's learning. For instance, parents share information about their child's interests, preferences and abilities on arrival and on an ongoing basis. This feeds directly into planning and supports children's progress and enjoyment very well. Staff share information with parents on a daily basis and keep them up-to-date with their child's progress. Parents expressed high levels of satisfaction with the provision.

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

Children are relaxed, very enthusiastic and keen learners. They approach staff happily and engage them in their activities because they have strong bonds with them. New children settle quickly because routines are entirely appropriate and use of a visual timetable helps children to understand events readily. Children are content because staff are careful to

find out about their preferences and interests and plan activities to reflect this. This contributes significantly to children's excellent well-being.

Children can access resources independently and the environment has been carefully arranged to cover all areas of learning. Resources are wide ranging and open-ended to provide a rich, stimulating learning environment. Children show excellent self-care skills and use the bathroom independently; younger ones are supported by adults. Staff teach children how to keep themselves safe and are excellent role models. For instance, children show awareness of how to use tools safely as they use kits to construct their designs. Younger children are reminded by staff to wear clothing appropriate to weather conditions to protect themselves. Staff preserve children's right to privacy and change nappies hygienically in a private area of the bathroom.

Staff encourage children to develop healthy lifestyles by taking fresh air and physical exercise each day in the garden. Children use a variety of large and small equipment to practise a range of skills. They help themselves to nutritious snacks and prepare their own fruit and drinks, and sometimes peel their own fruit. Younger children are effectively supported towards independence by adults. Staff cater for any special dietary needs well.

Staff provide excellent support to children who are due to start school. They have highly effective links with school staff who invite pre-school children to visit their classrooms. They get to know staff and the environment which helps children to settle really well at school. Staff have established strong links with teachers of children who attend the pre-school and the local nursery class. They share observations and planning so that there is active contribution and continuity in children's learning and development.

Staff use a calm and gentle approach to managing children's behaviour. They use praise specifically to encourage good behaviour and to motivate children. Staff help children to understand why certain behaviour is unacceptable by giving children reasons and suitable options. Consequently, children's behaviour is very good.

Staff help children to understand and value difference by exploring the cultural backgrounds of children who attend the pre-school. This provides excellent context leading to discussion and creative activities to celebrate special events. For example, children increase their understanding of different cultures because staff teach them about Diwali and make paper lanterns to celebrate the festival of light.

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

Staff protect children very well because they have excellent knowledge of safeguarding matters. They have received safeguarding training and implement a comprehensive range of policies and procedures very effectively. Management have attended a 'Safer Recruitment' course and their practice involves thorough vetting of staff to assess suitability for their roles. The staff group is highly qualified and provide excellent support

to children's learning and development.

The manager and provider are clear about the separate responsibilities of their roles, namely that the provider is responsible for ensuring compliance with requirements within the Early Years Foundation Stage Framework.

There is high commitment to the professional development of staff. An ongoing programme of in-house courses enhances the skills of a strong staff team to promote excellent provision for children. For instance, staff have attended courses about speech difficulties, which has led to greater awareness and understanding of how to identify and support children who have difficulty with language. Staff are supervised well and any issues of underperformance are recognised readily. Management offer support or coaching as needed to resolve any issues.

Management have a highly developed system of internal checks that ensures that high standards of planning and assessment are maintained. For example, the provider carries out periodic visits to the setting and examines planning and questions staff to check their understanding of different matters. The manager reviews plans and performs random sampling of development portfolios to check for consistent high standards. The pre-school is part of a pilot scheme to introduce a tracking system that identifies groups of children who are underachieving. Once implemented, staff will be able to devise strategies to close gaps in learning.

Staff have excellent and highly effective links with other professionals involved in children's care and learning, including the children's centre. This contributes significantly to children's exceptional progress. Staff have very good partnerships with parents who contribute to their children's learning effectively.

Management have sharp insight into the pre-school's strengths and areas for development. They analyse all aspects of the provision and have identified key priorities for development. For instance, they plan to redesign the bathroom area so that there is more space for nappy changing. The pre-school has met previous recommendations, such as development of risk assessments to minimise potential hazards in the outdoor environment. The pre-school has excellent capacity to improve its provision for children.

## 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. 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

<b>Unique reference number</b>	EY313066
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	820415
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	75
<b>Name of provider</b>	The Governing Body of Ryesings at Rye Park Nursery School Centre
<b>Date of previous inspection</b>	27/03/2006
<b>Telephone number</b>	01992 462820

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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 that are usually their 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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