

# Inspection of Ridgeway Under Fives Pre-School

Main Road, Ridgeway, Sheffield, South Yorkshire S12 3XR

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Inspection date: 23 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children separate well from their parents and carers and eagerly enter the pre-school. There is a hum of excitement as children eagerly access the interesting and engaging activities that staff have prepared for them. Children lead their own play and freely access the indoor and outdoor areas for large parts of the day.

Children have secure and positive relationships with staff. For example, children involve staff in play, huddle around them to share stories, and approach staff for comfort and reassurance when they need it.

Children enjoy helping staff in the gardening area. Staff use clear explanations to support children's understanding of how to plant and grow potatoes. Children concentrate and listen intently to staff. They learn about seed potatoes and how to position these in the ground to promote growth. Children enthusiastically contribute their ideas, saying that they will need sunshine and water to grow.

Children show control and coordination as they jump and balance between stepping stones. They confidently use their physical skills as they squat down and reach up high to stack pretend bricks against a wall. Children learn mathematical concepts. For example, staff help children to compare height and see if the tower of bricks is taller or shorter than they are.

## What does the early years setting do well and what does it need to do better?

- Children learn about people who help us. For instance, staff arrange for a nurse to visit the pre-school. Children learn about the role of nurses and how they help to make people feel better when they are ill. During role play, staff help children to explore a medical kit. Children put on stethoscopes and they pretend to listen to staff's hearts beating. Staff help children to build new vocabulary and introduce children to new words, such as 'blood pressure' and 'x-ray'.
- Staff promote children's good behaviour. They teach children the expectations of the pre-school. For example, when staff shake a tambourine, children stop and wait for instructions from staff. Staff encourage children to share and take turns. As a result, children are courteous. For instance, during play, they politely ask their friends if they can play with the construction toys. Children show good self-control as they patiently wait for their turn.
- Staff plan for children's individual needs. They use their knowledge of child development to identify what they want children to learn next. Staff maintain children's engagement by expertly linking activities to children's current interests.
- Staff promote children's independence throughout the day. For instance, during snack time, children select what they would like to eat. Before outdoor play,

staff provide children with ample time to practise putting on coats and shoes. They sensitively support children and resist completing tasks for them. Staff help children to identify if they have their shoes on correctly by gently asking them if their shoes look and feel like they are on the right feet.

- Staff skilfully support children to voice their feelings, needs and wants. For example, they quickly recognise when younger children become frustrated with a task. Staff understand that this is because some children cannot yet use words to express themselves. As a result, staff calmly and effectively model this language for children.
- Parents have high regard for the pre-school and staff. They comment warmly about the strong friendships that children have developed, and say that staff are nurturing and attentive. Parents report that they appreciate the continuity of the same key staff caring for sibling children.
- The manager has informal systems in place to support staff. They regularly meet as a team to discuss roles, responsibilities and any arising concerns. Staff are provided with frequent opportunities to update their skills and knowledge and share information. However, this is not in place for staff who work on a supply basis. As a result, they do not benefit from the same opportunities as other staff to support and improve knowledge and practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff access specific training to meet children's individual health needs. They are highly vigilant in identifying and minimising potential risks to children. Allocated staff are trained to respond to accidents and emergencies promptly and effectively. They understand and are alert to signs of possible abuse. Staff know how to report and escalate concerns about the welfare of children when necessary. They can identify concerns related to staff conduct and confidently know what action to take. Staff keep the premises safe and secure. For example, they implement steps to prevent unauthorised visitors from entering the building. The manager implements robust recruitment procedures to ensure the suitability of staff.

## **What does the setting need to do to improve?**

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

- strengthen the support provided to staff, particularly for those who work on a supply basis, to further improve the quality of care and education for children.

## Setting details

<b>Unique reference number</b>	EY225752
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10264848
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Ridgeway Under Fives Committee
<b>Registered person unique reference number</b>	RP520458
<b>Telephone number</b>	07773 633846
<b>Date of previous inspection</b>	28 June 2017

## Information about this early years setting

Ridgeway Under Fives Pre-School registered in 2001 and is registered in Ridgeway, Derbyshire. The pre-school employs six members of childcare staff, of whom five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school receives funding for early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to three parents during the inspection and took account of their views.
- The inspector carried out joint observations of a routine activity with the manager.

We carried out this inspection 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.

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