

The Ryleys Nursery

Ryleys Preparatory School, Ryleys Lane, Alderley Edge SK9 7UY



Inspection date	20 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The staff team and the early years leader are supported by the school's senior leadership team and teaching staff. They draw on these staff members expertise to provide interesting teaching sessions, such as French lessons. The staff team also seek expertise from the senior leadership team when completing forms to gain additional help for children with special educational needs and/or disabilities.
- Staff take time to establish strong bonds with the children. They provide sensitive support for children's emotional well-being. Staff offer reassurance, smiles and praise and play alongside children as they try out something new. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff get to know the children well, each child's key person makes regular assessments of their progress. The assessments are reviewed and where children are making less progress than expected staff plan additional activities. For example, staff run additional sessions to support the development of some children's speaking and listening skills.
- Partnership working with the school is impressive. It makes a significant difference to the development of the skills and emotional security that children need in readiness to continue their learning in reception class.
- Relationships with parents are strong and two-way communication is supported well. Parents develop a clear sense of trust in staff and value the support their children receive. They are provided with information about how children learn when they are very young and how they can further support this development at home.

It is not yet outstanding because:

- Although the majority of activities are well planned, there are occasions where individual children's learning is not fully extended by staff.

What the setting needs to do to improve further

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

- build more consistently on what children need to learn next, so that every opportunity is taken by staff to extend and enhance their learning.

Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke to a number of parents during the inspection and took account of their views.
- The inspectors completed a joint observation with the manager.
- The inspectors held a meeting with the early years teacher. They looked at the development plan and discussed all safeguarding procedures.

Inspectors

Kay Heaford
Sarah Rhodes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager carefully considers risks and ensures children are well supervised. She works closely with parents and other professionals to share relevant information to ensure children are kept safe. Accident and medication forms are completed appropriately. The manager uses her strong links with the schools early years teacher to evaluate children's readiness for school. Monitoring arrangements, including staff supervisions and a regular analysis of all children's learning help the manager to identify ways to enhance teaching and learning. For example, after identifying that attainment in physical development could be higher, steps were taken to organise more structured planning for outdoor activities.

Quality of teaching, learning and assessment is good

Staff know their children well. High priority is given to teaching all children to develop their listening and speaking skills, their social skills and their interest in mathematics. For example, staff support mathematical concepts as they change the quantity of objects while singing nursery rhymes. Children enjoy counting forwards and backwards with increasing accuracy. Staff add commentary and ask effective questions that help children to think and extend their ideas. Staff make regular observations of children's learning to support the next steps in their development.

Personal development, behaviour and welfare are good

Staff are friendly and courteous role models and children learn to respect each other. The consistent nurturing of the staff helps children to form secure attachments right from the start. Staff use their knowledge of each child's family to further support their strong relationships. Staff provide resources for parents to continue children's learning at home and to promote their self-esteem. For instance, children enjoy taking a teddy bear home at the weekend and sharing photographs with their friends during circle times about their experiences from home. Children have long periods of time throughout the day where they can choose to play outside, encouraging them to be physically active.

Outcomes for children are good

Children make good progress towards the early learning goals. They are keen learners and communicate confidently with adults and their peers. Children who need extra support make good progress in their achievements. The consistent approach to being courteous and kind further promotes children's personal, social and emotional development. Children are self-assured, happy and seek out others to share experiences with.

Setting details

Unique reference number	EY536299
Local authority	Cheshire East
Inspection number	10076676
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	20
Number of children on roll	14
Name of registered person	The Ryleys School
Registered person unique reference number	RP536298
Date of previous inspection	Not applicable
Telephone number	01625583241

The Ryleys Pre-School registered in 2016. It employs five members of childcare staff. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

