

# Rauceby Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253604
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	The Village Hall, Main Street, South Rauceby, Lincolnshire, NG34 8QQ
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Rauceby Pre-School is a committee-run provision which has been operating from the village hall since 1988. The group has the use of the foyer, main hall, kitchen, toilets, ante-room and storage areas. There is an enclosed area adjacent to the building for outdoor play. There are steps and a ramp to access the setting and street parking in front of the premises. Children attend from the rural village of South Rauceby and surrounding areas.

The pre-school is open each weekday during term time from 9.15am until 12.15pm and from 12.15pm until 3pm each Tuesday and Thursday. It is registered on the Early Years Register for 30 children in the early years age group. There are currently 37 children on roll. This includes 19 children who are in receipt of nursery education funding for three- and four-year-olds. There are children attending who have been identified with special needs, learning difficulties or disabilities and the setting welcomes children who speak English as their second language. The provision receives support from the local authority.

The pre-school employs eight members of staff on both a full and part-time basis. Of these, six have completed recognised childcare qualifications. One is re-taking a Level 3 qualification and one is commencing training. The manager and deputy manager both have early years degrees and have achieved early years professional status.

The pre-school is a registered charity.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides children with stimulating experiences that meet their individual needs and reflect their uniqueness. This is an inclusive environment in which all children make good progress towards the early learning goals. The environment is organised well, although some resources are limited. Safety is prioritised and policies and procedures are implemented well. Most partnerships are established and contribute well to the outcomes for children. Self-evaluation is highly reflective and accurately targets areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- establish partnerships with all schools that children will attend to support them with their transition to school
- provide further resources that support children's learning about diversity and the wider world.

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

The setting demonstrates a high level of commitment to promoting children's safety. Staff have completed safeguarding training and have a good understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully conversant with. All policies and procedures which are required for the safe and efficient management of the setting are implemented well by staff. These are reviewed regularly and updated where the need arises. All policies and procedures are shared with parents, which ensure that they are fully informed about how the setting is organised to keep their children safe. The supervision of children is vigilant and safety measures are robust. Full risk assessments are in place and daily safety checks are completed to ensure the continued safety of the children, staff and visitors. All adults who have regular contact with children are appropriately vetted.

The management committee and lead practitioners consistently communicate high expectations to staff about securing improvement. They demonstrate a strong capacity to maintain continuous improvement as good use is routinely made of monitoring activities relating to provision and outcomes. This information contributes to the self-evaluation and is used well to tackle key areas of weakness and build on areas of strength. This is a united staff team that has a shared vision and high aspirations for quality. The views of staff, parents and children are actively sought as part of the evaluation process. Self-evaluation is highly reflective and identifies improvements which are well-targeted and prioritised effectively. The setting has an ongoing development plan and a systematic process in place to achieve future targets. Since the last inspection, the setting has had a change of manager and committee and a great deal of work has taken place to bring about improvements. These have been introduced sensitively and with a great deal of thought by implementing those that have the most significant impact on children first. Staff have been very well supported through these changes and are a strong, capable team who work extremely well together. They have good opportunities for their professional development through regular meetings with managers, appraisals and ongoing training. All recommendations that were raised at the last inspection have been successfully addressed and many more have been implemented, which have significantly improved the outcomes for children. Some examples of these are the improvements that have been made to the systems for observation, assessment and planning. New communication systems have been put in place along with the introduction of a second key person for each child to ensure there is continuity between part-time staff. New ways to involve parents and keep them better informed have been implemented, and a strong partnership with the village school has been established to help children with their transition. These examples name only a few of the marked improvements that have been made since the last inspection. This is a driven, motivated team that take a realistic and methodical approach to their challenges.

Most partnerships are well established and make a strong contribution to children's achievements and well-being. Regular communication takes place with parents and other settings that children attend and ensures continuity in children's learning,

development and changing needs. However, partnerships with some schools that children will attend are not yet established and a recommendation to pursue this has been raised accordingly to help those children with their transition to school. Purposeful information is provided to parents about the organisation of the setting and daily exchanges take place to ensure parents are well informed about their child's achievements, well-being and development. Parent's evenings take place and are well attended. These ensure that parents who can not attend the setting have the opportunity to talk with their child's key person and discuss their assessment records in detail. The setting regularly asks parents for their views, both verbally and through questionnaires, and ensures that these are used to inform important decisions about the provision.

## **The quality and standards of the early years provision and outcomes for children**

This is a very warm and welcoming setting where staff recognise the uniqueness of every child and meet their individual needs well. All children are fully included and make good progress in all areas of learning. Staff are highly attentive and caring and, as a result, children display a strong sense of belonging. They are happy, outgoing children who are eager to show you what they are doing and confident to talk to you about their ideas. Children are listened to extremely well and their particular interests are incorporated into the planning, which makes children feel valued. An example of this is the 'space' theme that a member of staff has organised around a child's specific interest. This is planned with a great deal of thought and covers all areas of learning. All children are engrossed in the activities that are provided and, in particular, using cardboard boxes to make spaceships and rockets that they can sit in. Some children really enjoy making their boxes into rockets, equipped with computers and special armour to keep them safe against the aliens on the moon. Other children play cooperatively, making extended spaceships with boxes joined together. When they are asked about the contents of one box and what all the provisions are, they explain that it is a long journey so they have to take food for their picnic; they are taking their puppy as he has to come too, soap for washing their baby and a bucket for the water. These provisions fill a large box, and include cameras for taking photos and videos of their trip and remote controls to drive it. The children have put a great deal of thought into their mission and show a clear understanding about their needs. Their spaceship is organised with the provisions and remote controls in the front box and with two further boxes behind for each of them to travel in. They demonstrate their ability to plan, organise and negotiate with each other. Other areas of learning are planned for in this theme, such as, making dough stars with glitter added to the dough. Children roll out the dough and talk about the colour blue and how it sparkles. One child works out that she can not use the cutter very well as she has rolled out too much dough and it is too thick. Other children enjoy making different stars with tin foil and larger glitter that they have to sprinkle and stick with glue. A transport area is set out with a large rocket and there is a spacesuit for children to wear in their role play. Children are creating their own drawings and artwork which staff have thoughtfully bordered with a computer print-out of

moons, stars and astronauts. Books about planets and space have been set out for children to look at and an amusing story about space is read to the children in small groups. Children join in and are totally engrossed.

Regular observations are made of children at play and clearly identify their start points and next steps in learning. Planning is purposeful and provides children with varied and exciting activities that support and challenge their learning. Children show an eager disposition towards learning through their enthusiasm and natural curiosity. They make good use of the resources, which are set out into learning zones that cover all areas of learning. They make their own choices about how they wish to spend their time, either selecting resources for themselves or joining in with activities that have been planned by staff. Staff engage well with children to extend their learning and gather good information about ways of enhancing areas to add greater dimension. Equality and diversity is promoted as children with special educational needs, learning difficulties and disabilities are supported very well. Specific resources are obtained to reflect children's cultures and first language, and different festivals and foods are celebrated in the setting to extend children's awareness further. An example of this is a chef who is coming to cook Chinese food with the children as part of the celebrations for Chinese New Year. There are limited resources available, however, that challenge children's thinking about diversity in a wider context and enable them to incorporate their understanding through play.

Children learn well about healthy lifestyles and how to take care of their personal needs. They have daily outdoor play, where all learning is provided for and where they enjoy fresh air and exercise. They participate in growing and cooking activities and learn about healthy eating. Children eat healthy snacks and have positive images of healthy foods displayed in their snack area. They are supported well when they are very young with learning to wash their hands and to use the toilet. Older children in the setting enjoy doing this independently and helping others. Children behave very well and show a good understanding of keeping themselves and others safe. They follow simple rules, such as, lining up nicely and they are helpful and willing to tidy away their toys. Children respond very well to staff and are polite and kind. They learn about fire safety and road safety and are developing a sense of responsibility. They make very good use of technology and understand how to look after their electronic resources, for example, reminding an adult to switch off the computer. Children in this setting are active participants in their learning and are successfully developing skills for their future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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