

# Ruskington Rascals Pre-School



The Village Hall, Parkfield Road, Ruskington, Sleaford, Lincolnshire, NG34 9HS

<b>Inspection date</b>	15 July 2015
Previous inspection date	13 January 2009

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The well-qualified team provide a broad range of experiences that are tailored to meet children's individual learning needs. Children bond exceptionally well with their key person and form secure emotional attachments. They show an excellent level of independence and confidence for their age.
- Very strong partnerships are in place with parents and grandparents, who are encouraged to share observations of children's learning and interests from home. Staff also provide parents with ideas of how everyday activities at home can promote children's learning.
- Staff work well in partnership with local schools. They help children prepare emotionally for their move into Reception class. Children enjoy visiting their new school and get to know what to expect when they move on to the next stage of their learning.
- The quality of teaching is consistently good. Staff challenge children appropriately so they make good progress. They learn to think for themselves, find ways to solve problems and cooperate with others.
- Self-evaluation successfully identifies strengths and improvements that can be made to enhance children's learning.

### It is not yet outstanding because:

- Staff do not ensure that children are sufficiently motivated to experiment with early writing during their spontaneous play.
- Staff do not always receive the support they need to increase the potential of achieving excellent outcomes for children.

## What the setting needs to do to improve further

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

- provide more activities that encourage children to practise making marks and develop their early writing skills during their self-chosen play
- increase the support given to staff to improve the potential to deliver the best possible outcomes for children.

## Inspection activities

- The inspector observed the children's play indoors and outdoors.
- The inspector carried out a joint observation with the owner/manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector reviewed a range of documentation including policies, procedures and children's records.
- The inspector checked evidence of the qualifications and suitability of staff.

## Inspector

Emma Woollard

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make very good progress in their learning, given their starting points. Staff regularly assess children's stage of development and identify what they need to achieve next. Children demonstrate high levels of engagement in activities which staff plan from observing children's interests. Children show concentration and determination. For example, they work as a team to transport water along pipes using ladles and jugs. However, staff have not organised resources and activities well enough to inspire children to practise their early writing skills as they play. This means that children are not fully supported to make the best progress to develop these skills. Highly effective partnerships with parents and carers are in place. There is a consistent approach to children's learning and overall welfare. Parents and grandparents regularly stay and participate in family sessions, saying this has helped their understanding of how children learn through play. Children, including those who speak English as an additional language, become confident communicators. Staff ask questions and initiate conversations about children's experiences at home.

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

Rigorous recruitment and vetting procedures support the owner to ensure that staff are suitable for their roles and responsibilities. Staff attend safeguarding training and demonstrate a sound understanding of how to protect children from harm. They take appropriate action where there is a concern about a child's welfare. Staff are clear and consistent of their expectations and, consequently, children behave well. Staff build children's confidence and self-esteem by celebrating their achievements. Children learn to manage their own care needs and adopt healthy lifestyles. They understand the importance of washing their hands at mealtimes.

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

The owner has high expectations of her team and she identifies continuous professional development opportunities for all staff. This helps to enhance their already good teaching skills and benefits the children's learning. Appraisals have enabled staff to evaluate their practice and identify their own learning needs. However, at other times, staff do not receive enough support to enhance their good practice to achieve excellence. Between annual appraisals there are few opportunities for staff to discuss their personal development needs. The pre-school staff effectively identify children who are making less progress than their peers. Staff work in partnership with parents and external agencies to put in place focused interventions that ensure that the gap in achievement is closing. Partnerships with other providers that children attend are evolving. There is a joined-up approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	EY309842
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	862004
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Linda Ashby
<b>Date of previous inspection</b>	13 January 2009
<b>Telephone number</b>	07815 899107

Ruskington Rascals Pre-School registered in 2005. The pre-school is open for morning sessions on Monday to Friday from 9am to 12 noon and afternoon sessions on Tuesday and Wednesday from 12.30pm until 3pm during term time only. The provider is in receipt of funding for two-, three- and four-year-old children. The pre-school employs six staff, of whom one holds a teaching qualification, one has a relevant degree and the remaining staff hold a relevant qualification at level 3. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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 2015

