

# Ryhall Childcare Centre

Ryhall C of E Primary School, Church Street, Ryhall, STAMFORD, Lincolnshire, PE9 4HR



## Inspection date

1 October 2015

Previous inspection date

2 March 2012

<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
Effectiveness of the 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

### This provision is good

- Children are well supported by staff to acquire the skills needed to make good progress in all areas of learning.
- Parents are well informed about their children's progress and have the opportunity to comment on their learning. They have positive views of the setting.
- Children's language and communication skills are well promoted by staff. Children enjoy using simple sign language to support their learning.
- Good relationships are in place between children and staff, this helps children to feel emotionally secure and confident as they develop.
- Staff are aware of the local safeguarding procedures and their responsibilities to protect children from abuse and neglect. Staff understand how to assess risks and promote children's safety well.
- The provider and staff have high expectations for the setting and evaluation is effective in setting realistic and achievable targets.

### It is not yet outstanding because:

- Parents are not always fully involved in contributing to the setting's self-evaluation and making suggestions for improvements.
- Children are sometimes not given time to reflect upon questions and suggest answers.

## What the setting needs to do to improve further

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

- enhance ways in which parents are involved in evaluating the setting and driving improvements for children
- continue to develop staff questioning techniques so that children have more time to think and answer questions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the manager and provider, and looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

K.A. Bryan

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and staff have a good understanding of the Early Years Foundation Stage requirements. The arrangements for safeguarding are effective. Staff have a good understanding of the procedures in place to protect children, and recruitment and vetting procedures are robust. Training is given a high priority and all staff are trained in first aid and safeguarding procedures. The manager identifies that recent Every child a talker training has helped them to enhance children's language development, for example, by the use of rhyming words and songs. The use of appraisals and a system of staff observing colleagues' practice contribute to providing consistency for children. Staff reflect well on their practice and self-evaluation highlights areas for development. However, parents do not contribute to this as effectively as possible. Good working relationships with others involved in children's care ensures their needs are met.

### Quality of teaching, learning and assessment is good

Staff build effectively on children's starting points and use children's interests in planning. This helps to ensure each child has a unique learning experience. Children's communication skills are developing well, however, sometimes staff do not give children enough time to reflect on their answers to questions. Staff are skilled at using mathematical language, such as helping children develop an awareness of shape. For example, they ask children whether they want their bread in triangles or squares. Observations and assessments are used effectively to ensure children make good progress in all areas of learning. Any gaps in learning are identified and measures are put into place to close these. Staff share information with parents and encourage them to be involved in children's learning.

### Personal development, behaviour and welfare are good

Staff use information from parents well to help children settle and meet their needs. Children behave well and are mindful of each other, often asking others what they would like to do. This helps children develop a good awareness of cooperating with others to achieve results. Children's good health is promoted as they have fruit and vegetables for snacks and lunchboxes are stored suitably. They are learning to manage their own care needs, for example, as they wash and dry their hands after using the toilet. Children have access to a well-resourced outdoor area. Staff encourage children to use the trim trail to provide further challenges to test developing physical skills. This helps children learn to take simple risks. Children's move to school is managed effectively as they undertake regular visits and join in activities with older children.

### Outcomes for children are good

Children are well supported by staff, which helps them make good progress. Older children are developing good skills in preparation for moving on to school. They help to prepare snacks and are beginning to attempt to write their names. Staff work closely with parents to ensure all children's needs are met and to involve them in children's learning.

## Setting details

<b>Unique reference number</b>	EY431712
<b>Local authority</b>	Rutland
<b>Inspection number</b>	853240
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Rainbow Childcare Centres Ltd
<b>Date of previous inspection</b>	2 March 2012
<b>Telephone number</b>	03336 666789

Ryhall Childcare Centre Limited has been operating since 2007, and was registered again in 2011 after becoming a limited company. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8am until 6pm. The setting also operates a before- and after-school club. The setting provides funded early education for two-, three- and four-year-old children.

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