

Little Robins Pre-school

Little Robins, Robin Hoods Walk, Boston, Lincolnshire PE21 9LQ



Inspection date	11 January 2019
Previous inspection date	14 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- Staff provide stimulating environments for the children. Children can make choices about what they want to play with from the varied resources that are easily accessible to them.
- The manager and staff have high expectations for all children. Staff use effective teaching skills to help all children make good progress, including those who speak English as an additional language and those with special educational needs and/or disabilities. Children have access to a wide range of interesting activities which helps to keep them motivated in their learning.
- Staff accurately assess children's development. The manager monitors children's progress closely, checking for any gaps in their learning so these can be quickly addressed.
- Children behave well. Staff are good role models for the children in their care. They praise the children for their achievements, which helps to promote children's confidence and self-esteem.
- Staff find out about and value children's home lives, cultures and languages particularly well. They help children learn about their similarities and differences.
- Sometimes activities are not organised well enough by staff to make sure all of the children taking part are fully engaged and benefit from these experiences.
- Staff do not make the most out of opportunities to strengthen the partnerships with parents and share children's achievements between home and the setting further.

What the setting needs to do to improve further

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

- strengthen the organisation of planned activities to ensure children are actively involved and stay focused in their learning
- develop further ways of sharing of information with parents about their children's learning.

Inspection activities

- The inspector sampled various documents, including risk assessments, a range of policies and procedures and the provider's evidence of self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with the manager. She observed the quality of teaching during activities indoors and outdoors.
- The inspector considered the views of parents through discussions held during the inspection.

Inspector
Susan Sykes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are clear about their role in protecting children and what to do in the event of a concern. They complete thorough risk assessments in the pre-school and on outings to identify and minimise any potential hazards to children. Staff are deployed effectively throughout the day. They supervise children to keep them safe and meet their needs well. Staff are well supported to gain qualifications and attend any relevant training. This helps them to develop their professional skills and knowledge, which in turn improves outcomes for children. A wide range of policies and procedures is implemented effectively to underpin the efficient running of the pre-school. The manager robustly evaluates the pre-school, taking into account the views of staff and parents. For example, she has recently introduced more ways of helping children to develop their speech and language skills.

Quality of teaching, learning and assessment is good

Staff carry out regular observations of children during play and carefully use these to identify children's next steps in learning. They provide a wide range of activities that is of interest to the children and promotes their learning. Children's communication and language skills are supported well. For example, younger children listen to familiar stories and nursery rhymes. Older children are absorbed in their learning. For instance, they explore different textured sands and staff introduce new words, such as 'squelchy' and 'sloppy'. Children excitedly use nets to catch pretend frogs and staff gently encourage them to count how many they have caught. This helps to develop children's mathematical knowledge.

Personal development, behaviour and welfare are good

Settling-in procedures for new children are flexible to meet the needs of children and their families. Children show that they are growing in confidence. For example, they use challenging climbing frames and are proud as staff give them lots of praise for their developing physical skills. Children's good health is well promoted. They benefit from fresh air and exercise daily. Meals and snacks are healthy and nutritious. Children are learning about the wider world. For example, they go on walks around the local community and enjoy trips to farms.

Outcomes for children are good

All children make good progress from their starting points. They develop their independence well as, for example, they serve their own drinks and snacks. Children are forming firm friendships with their peers. They are developing the skills and knowledge for their next stage of learning and eventual move to school.

Setting details

Unique reference number	EY270955
Local authority	Lincolnshire
Inspection number	10064648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	34
Number of children on roll	36
Name of registered person	Little Robins Pre-School Committee
Registered person unique reference number	RP517316
Date of previous inspection	14 September 2015
Telephone number	01205 316580

Little Robins Pre-school registered in 2003. The pre-school employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and five hold level 3. The pre-school opens from Monday to Friday, during term time only. A breakfast club runs from 7.45am until 8.45am. The pre-school sessions are from 8.45am until 11.45am and midday until 3pm. Children can attend an all-day session from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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