

Ruskington Rascals Preschool

Ruskington Village Hall, Parkfield Road, Ruskington, SLEAFORD,
Lincolnshire NG34 9HS



Inspection date	18 March 2019
Previous inspection date	15 July 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

- The manager and staff work well in partnership with schools that children will attend. Staff take children to visit the school and share detailed information with teachers about children's learning. Children become familiar with the school environment. This helps children to be emotionally ready for their move on to school.
- Staff support children with special educational needs and/or disabilities well. They work with parents and other professionals to meet children's individual needs. This supports children's learning.
- Staff place a high priority on supporting children's communication and language skills. For example, they sing familiar nursery rhymes with younger children and encourage them to sing along and to join in with the actions. Younger children listen, follow instructions and learn new words.
- Staff provide many opportunities for children to learn about the world, including their local community. They take children for visits to the library to choose books and to the shops to buy food. Children show an interest in the lives of people who are familiar to them.
- Children make good progress in their physical development. They climb and balance on crates and wooden planks. They explore the different ways their bodies can move.
- Staff actively encourage children's good behaviour. They teach children how to use good manners and give children regular praise and encouragement. Children behave well.
- The manager and staff make changes to improve the experiences children receive. However, they do not ensure that all parents are encouraged to be involved in identifying ongoing improvements.
- Staff do not obtain enough information from all parents about their children's prior learning when they join the pre-school.

What the setting needs to do to improve further

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

- provide more opportunities for all parents to be involved in contributing to ongoing improvements to help raise outcomes for children even higher
- gain more detailed information from parents about their children's prior learning on entry to plan more precisely for their development.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities regarding child protection. They know the action they must take if they have any concerns about a child or colleague. This promotes children's safety and welfare. The manager and staff are well qualified and work closely as a team to support children in their development. Staff attend supervision, appraisal and staff meetings to reflect on their practice. They have regular access to training which has a positive impact on outcomes for children. For example, recent training has extended staff's knowledge of how to support children who speak English as an additional language. The manager monitors how well groups of children are achieving. This helps her to identify any concerns in children's development and to ensure that she implements effective planning to close any gaps in learning.

Quality of teaching, learning and assessment is good

Staff use observations and assessments well to identify children's abilities and to plan for what they need to learn next. They help older children to develop their understanding of mathematics. For example, they ask children to match a written number to the same number of objects. Children show an interest in number problems and count aloud. Staff support children to extend their literacy skills. For example, when they read a story, staff ask questions and encourage children to join in with saying the words. Children talk confidently, anticipate what might happen next and repeat familiar phrases.

Personal development, behaviour and welfare are good

When children arrive they are happy to separate from parents. Children show that they have good relationships with staff and demonstrate that they are emotionally secure. Staff provide opportunities for children to learn about healthy eating. They talk to children about nutritious food choices at snacktime. Children play with real vegetables and use knives to chop up beans and carrots. They learn about healthy foods and how to handle and use tools safely. Staff ask children to carry out small tasks. For example, children hand out cups to their friends at snacktime and help staff to tidy away toys. This helps children to gain a sense of responsibility. Children wash their hands, pour their drinks and select toys and resources to promote their interests. This contributes to their developing independence.

Outcomes for children are good

Staff help children to be well prepared for their move on to school. Children understand the different occupations that people in the community have and how they help us, such as a police officer and optician. Younger children demonstrate good early writing skills. They use crayons, chalk and brushes to make marks with control. Children demonstrate their imagination through make-believe play. For example, they make staff a pretend birthday cake and sing 'happy birthday' to them. All children, including those in receipt of funding, make good progress in their development.

Setting details

Unique reference number	EY309842
Local authority	Lincolnshire
Inspection number	10064656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	38
Number of children on roll	34
Name of registered person	Ashby, Linda Ann
Registered person unique reference number	RP514084
Date of previous inspection	15 July 2015
Telephone number	07545954412

Ruskington Rascals Preschool registered in 2005 and is situated in Ruskington. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one holds a qualification at level 6, and one member of staff has qualified teacher status. The pre-school opens during term time. Sessions are from 9am until midday on Monday and Friday and from 9am until 3pm on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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