

# Inspection of Ryhall Childcare Centre

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

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Inspection date: 30 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm welcome from staff and arrive happy to begin their day. They soon become independent from the start of their placement. Children find their pegs and hang up their coats. Older children are quick to learn to recognise their names and register themselves on arrival at the centre. All children develop strong attachments to their key person and seek them out for reassurance when needed. New children soon settle into the routine of the day. Children show that they feel safe and valued.

Staff have high expectations for all children to achieve their potential. They provide regular praise and encouragement to persevere with activities and tasks. For example, children start their day with physical activities outdoors. They learn the importance of warm-up activities and twist their bodies into different shapes. Children complete their 'daily mile' around the outer edge of the field. Staff celebrate their success with enthusiasm and praise. This prepares children well for their day of play and learning.

Children's behaviour is very good. It mirrors the calm and happy atmosphere staff create. All children are respectful and kind towards each other. They take turns in their play, listen to others and learn to follow more complex instructions. Children test out their ideas and explore in a safe and secure environment. They are confident, articulate and express themselves effectively. All children make choices throughout the day about their own learning.

### **What does the early years setting do well and what does it need to do better?**

- Staff offer a good variety of well-resourced activities based on children's needs and interests. They make regular observations of children's progress and use this information to help ensure that children receive the right challenges. Children enjoy learning and show enthusiasm. They sing a variety of songs that involve counting in sequence. Children identify numbers and shapes with confidence. However, on occasions, staff miss opportunities to extend children's understanding of mathematical concepts, such as measurement and weight, during some adult-led activities.
- Staff understand how children learn and develop. They work well as a team to promote children's confidence and self-esteem. There is a good balance and range of play opportunities across all areas of learning. However, some group activities are too large. They do not enable all children to take an active part and concentrate.
- Staff promote consistent care routines throughout the day. They teach children good hygiene practices. For instance, children brush their teeth after lunch. Staff explain that germs hide on our bodies and are not seen. Children describe them

as 'invisible things' and explain germs will hurt their 'tummies'. Staff have high expectations of children to show positive behaviour. Children show good manners at lunch and snack time. They respond well to staff's guidance and support.

- Staff develop children's language and literacy particularly well. Older children link sounds and words to rhythms. They use the outdoor 'drum kit' to tap out the syllables of their name. Staff talk to young children each day on the 'chatter bus'. They extend their vocabulary and encourage them to start conversations. Staff read stories with enthusiasm and promote a love of reading. Each week children visit the library. They attend 'rhyme time' sessions and listen to stories.
- Staff plan a good range of opportunities that extend children's understanding of the local community and wider world. They arrange activities that broaden the experiences of some children. For example, children buy produce at the local shops and enjoy nature walks. They use chopsticks to sample Chinese food and learn about other cultures and traditions.
- Partnerships with parents are strong. Staff share their observations of children's learning and provide regular feedback to parents through the online electronic system. This allows parents to feel involved in their children's learning and to further support them at home. Parents are highly complimentary about the childcare centre and comment on the excellent support families receive.
- The owner and manager have high expectations to drive forward continuous improvements. They make regular evaluations of the provision and involve parents and children in the process. Staff benefit from ongoing supervision meetings which help them develop their practice. The manager gives them time to complete records and to monitor children's progress. Staff attend training relevant to their role. This helps to improve and extend their knowledge and teaching skills. As an example, training for 'inspirational practitioners' is helping staff to provide different learning opportunities for children.
- There are successful partnerships with local schools. These help to support children well as they make the move into full-time education. Staff visit the schools to meet the teachers and discuss children's progress. This helps to provide continuity in children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good knowledge of safeguarding. They know how to identify and report any concerns about children's welfare. Staff work well with statutory agencies to make sure that children's welfare is promoted. They have a secure awareness of the risks posed to children by exposure to extreme views or practices. Strong recruitment procedures help to ensure that staff are suitable to work with children. Managers and leaders deploy staff well to maintain and prioritise children's safety. Staff take appropriate action to protect children from any risks posed by use of the internet.

## **What does the setting need to do to improve?**

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

- make better use of opportunities to extend children's understanding of mathematical concepts such as weight and measure
- review the organisation of large-group activities and support children to take an active part and concentrate.

## Setting details

<b>Unique reference number</b>	EY431712
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10071876
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Rainbow Childcare Centres Ltd
<b>Registered person unique reference number</b>	RP530860
<b>Telephone number</b>	07949 892955
<b>Date of previous inspection</b>	1 October 2015

## Information about this early years setting

Ryhall Childcare Centre re-registered in 2011 after becoming a limited company. It is located in Ryhall, Lincolnshire. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens during term time only. Sessions are Monday to Thursday from 7.45am until 4pm and on Friday from 8.30am until 12.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Peter Towner

## Inspection activities

- The inspector completed a learning walk with the manager. He gathered information about how they organise the childcare centre and the play and learning experiences they provide for children.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. He looked at relevant documentation, and evidence of the suitability of staff working in the childcare centre. The inspector also discussed how the manager and provider review practice.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

We carried out this inspection 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.

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