

Inspection of Racing Start Pre-School & Nursery

Belle View Childrens Centre, Ardeen Road, Doncaster, South Yorkshire DN2 5EU

Inspection date: 24 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and engage in a wide range of activities. Babies have secure attachments with staff and seek them out to join in with their experiences. They laugh with delight when staff use puppets to tell stories and tickle their tummies. Older children are eager to join in with the experiences on offer. They show a can-do attitude and persist at activities when challenges occur. For example, children use water to push boats along tubes outside. They keep trying until they succeed in moving the boats forward. Children are well behaved. Staff help them to understand the rules and boundaries in place. With support, children learn to share and take turns to use resources. For example, older children take turns to throw hoops onto targets outside. They practise their physical skills and develop their hand-eye coordination.

Managers and staff have identified the potential impact of COVID-19 (coronavirus) pandemic on children's learning and development, particularly their social and emotional well-being. Children have had limited experiences outside of the home and are finding it difficult to settle into the nursery. Staff are supporting this through tailoring settling-in session to meet individual children's needs. They are offering children lots of reassurance and spending time getting to know them.

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

- The manager is ambitious and reflects on the setting with the staff team. She has plans in place to further develop the rooms and outdoor area. For example, she has developed the baby unit so that it is warm and inviting. She intends to make a cosy area in the toddler room, where children can read stories and have time to 'emotionally recharge' during the busy day.
- Staff are valued and appreciated by leaders and managers. They are supported in their role and are able to complete training to help them to further develop their knowledge and skills. The manager is hands-on and is a good role model for staff, offering them help and guidance. She regularly completes observations of staff and has meetings to discuss how they can improve their practice.
- The manager works alongside her team to develop a clear and concise curriculum. This supports children to develop skills they will need for the future, including their social and emotional skills. Staff support children's emotional literacy by helping them to describe how they are feeling. They help children to understand how their actions can affect other people.
- Staff quickly identify possible gaps in children's learning and put plans in place to support them to make progress. Children with special educational needs and/or disabilities are supported incredibly well. Staff are experienced and work in partnership with other professionals, such as speech and language therapists and the inclusion support team.

- Staff support children's communication and language development well, overall. They play alongside babies and children. Staff repeat the correct pronunciation of words, like 'banana', to babies and introduce new vocabulary, such as 'nice green, crunchy apple' as they pretend to cook. However, babies listening and attention skills are not always as well supported due to the level of background noise. For instance, nursery rhymes and music are played quite loudly and can be a distraction.
- Helping children to develop their independence and meet their own self-care needs is a priority. Babies are aware of the routines and cooperate with staff at nappy changing time. Older children help to tidy away toys that they have finished playing with. They wash their hands independently and help to serve their own lunch.
- Children have plenty of opportunities to be active and have access to fresh air daily. Older children practise their climbing and balancing skills, as they walk along the edge of the sand tray. Staff remind them about being careful and point out the potential risks. Children show pride in their accomplishments when they have walked from one side to the other.
- Staff work, generally, well in partnership with parents. They share what children are learning in the setting using a range of strategies, such as on an online app. However, not all parents are aware of their children's next steps in learning or how they can support their learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. This helps them to understand their responsibilities. Staff know how to report concerns about a child's welfare or any inappropriate actions of adults working with children. They are aware of wider safeguarding concerns, such as the 'Prevent' duty. The manager and staff put in place effective procedures to make sure that children are cared for in a safe and secure environment. This includes robust recruitment, selection and induction procedures for new staff. Effective staff deployment means that children are well supervised and cared for.

What does the setting need to do to improve?

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

- provide further opportunities for younger children to develop their listening and attention skills
- extend partnership working with parents to further support children's learning and development at home.

Setting details

Unique reference number	2501163
Local authority	Doncaster
Inspection number	10191575
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	111
Number of children on roll	40
Name of registered person	Racing Start Preschool Ltd
Registered person unique reference number	2501162
Telephone number	01302 802220
Date of previous inspection	Not applicable

Information about this early years setting

The nursery registered in 2018. There are 12 members of childcare staff, nine of these have early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector and nursery manager completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was completed by the inspector and the nursery manager.
- The inspector spoke to and interacted with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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