

Inspection of Rauceby PreSchool

Rauceby Village Hall, Main Street, South Rauceby, Lincolnshire NG34 8QQ

Inspection date: 16 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily arrive at the pre-school and are greeted by welcoming staff. They eagerly seek out their key person, who they have secure and positive relationships with. Children understand the staff's expectations and follow the embedded routines. They independently hang their coats on their assigned pegs, put their lunch boxes away and wash their hands, before exploring the activities that staff have planned.

Children enjoy taking part in the different activities as these reflect their interests. They work together in the construction area, where they stack large building bricks to build a tower. Children celebrate and giggle together when the tower is built and then eagerly start the task again when it falls. Children show high levels of resilience as they try to connect poles while building. For example, they hold the ends of the poles together as they work with their friends to join them. When they achieve their goal, they proudly say, 'That is how you do it.'

Children enjoy the time they spend outside. They confidently use small tools and show good hand-to-eye coordination as they dig and make sandcastles in the sand tray. Children develop their coordination skills further as they manoeuvre ride-on cars and bicycles. Children balance and learn new skills as they confidently climb the outdoor climbing frame.

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

- Staff read books with expression and use puppets to help to fully involve children with the story. Children repeat known phrases and actions from key parts of the story. Staff listen to children when they suggest what could happen next. For example, children say that the wolf might fall down the chimney and burn its bottom. This helps children to develop a love of books and stories, which contributes to the skills they need for the future.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator liaises with parents about children's care and learning needs. Staff refer children to other agencies for specialist support. Children benefit from targeted support plans to help close gaps in their learning. This results in children making progress in their development.
- The staff know the children well and identify what they want them to learn. They observe and assess children's development regularly and use this information to plan age-appropriate activities to focus on their next steps in learning. However, staff do not always help children to revisit prior learning to help them to practise and secure their skills.
- Staff provide children with regular opportunities to visit places in the community. For example, children enjoy walks around a local country house, and they enjoy

trips to open spaces and fields. Children develop their imaginations as they collect sticks to create a pretend fire and gather around to listen to stories and sing songs.

- Children generally behave well. The staff are good role models and praise children for following the pre-school rules, for example sharing with their friends and using their 'walking feet' and 'kind hands'. However, during some key parts of the day, staff's expectations are inconsistent. This results in some children struggling to focus. For example, during circle time, some children become distracted and play with nearby toys rather than listening and learning.
- The manager provides opportunities for children to develop their understanding of oral hygiene. For example, dental nurses visit the children to talk to them about how they can care for their teeth. Staff offer children healthy food and drinks to promote their good health.
- The manager regularly carries out staff supervision meetings and supports staff to complete training to help develop their teaching practices. Staff cascade this training to the team to share their knowledge and help provide consistent care and learning for children.
- Parents are 'thrilled' with the care and learning provided for their children and speak highly of the pre-school. They talk positively about the progress their children make, specifically with their language development.
- Staff communicate well with parents daily and share information about children's learning and care. The pre-school's lending library enables families to select books and activities to take home, to further support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to keep children safe. They confidently talk about the signs and symptoms that may indicate a child is at risk of neglect or abuse. Staff are aware of the procedures to follow to protect children from harm in the event they have any concerns. This includes what to do if they have concerns about a colleague's behaviour. Staff carry out regular risk assessments of the environment. For example, the indoor environment and outdoor area are kept suitable and safe. Children are supervised effectively, and internal doors are kept locked.

What does the setting need to do to improve?

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

- support staff's skills further to help children revisit and consolidate prior learning
- strengthen staff's skills in supporting children during group activities to help them remain focused and get the most from the learning experience.

Setting details

Unique reference number	253604
Local authority	Lincolnshire
Inspection number	10234436
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Rauceby Pre-School Committee
Registered person unique reference number	RP904843
Telephone number	01529 488087
Date of previous inspection	17 January 2017

Information about this early years setting

Rauceby PreSchool has been operating since 1988 and is located in Rauceby, Lincolnshire. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one has an early years qualification at level 4. The pre-school is open during term time only. Sessions are from 9am until 3pm on Monday, Tuesday and Thursday and from 9am until midday on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the pre-school.
- The manager and the inspector had a learning walk together. They discussed the learning intentions for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity together.
- The inspector held discussions with staff during the inspection.
- Parents' and carers' views were considered by the inspector.
- A sample of documents was reviewed, including paediatric first-aid certificates, evidence of suitability checks, and safeguarding policies and procedures.

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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