

Inspection of Racing Start Pre-School & Nursery

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

Inspection date: 25 January 2024

Overall effectiveness	Good
------------------------------	-------------

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

Staff greet children and families warmly at this welcoming nursery. Children are happy and settled. Leaders and managers implement an effective key-person system. Staff build positive relationships with children. They know children very well. Staff find out about children's likes and dislikes before they start. This helps them to create a bond with children, who settle quickly. Children feel safe and secure. Staff create a calm environment for children to play. Children are excited and eager to learn. They concentrate as they pour water from one container to another. Staff have high expectations of children's behaviour. Children say 'excuse me' and 'thank you' as they pass staff. Their behaviour is good.

Staff provide activities that develop children's physical skills effectively. Babies learn to feed themselves using their hands and then a spoon. Children use their large muscles outside to run. They learn to ride tricycles and scooters. They take delight in playing hide and seek with staff. They move their bodies in different ways as they try to hide from their friends. Staff plan opportunities for children to use the small muscles in their hands. Children confidently use mark-making equipment, which helps to ensure that they are ready for their move on to school.

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

- Staff promote children's communication and language skills very well. They crouch down at children's level and show an interest in what they are doing. Staff use clear spoken language alongside hand gestures and pictures. This helps all children to feel included. Staff introduce new vocabulary as children play. For example, they describe how the water wheel works. Staff ask questions that encourage children to think, and they give them time to answer.
- Staff teach children to develop their independence skills. They show children how to put their coats on and encourage children to try before offering support. Older children serve themselves at lunchtime. They learn how to use tongs to serve their food. Children show determination and a 'can-do' attitude to their learning.
- Staff support children with special educational needs and/or disabilities (SEND) very well. They attend meetings with outside agencies. Staff plan children's next steps in learning. Leaders and managers use additional money effectively. Children have one-to-one time with staff. All children make good progress.
- Children develop a love of stories, songs and rhymes. Staff read stories and sing with all children. Babies look at board books and point to the pictures. Toddlers sing the songs they learn with their friends. Older children listen to stories in small groups. Pre-school children have a story of the week and develop a good understanding of the story structure. Children act out and retell the stories they know.

- Staff introduce children to mathematical language and concepts. They plan activities to help children learn about size and shape. Staff support children to count objects. Children learn how to use weighing scales. Staff introduce mathematical language, such as 'light', 'heavy' and 'equal'. Children use mathematical language in their play. For instance, they confidently use number to count how many children are at the water tray.
- Overall, staff teach children how to keep themselves safe. For example, they tell children not to speak with food in their mouths in case they choke. However, staff do not consistently support children to understand further how to keep themselves safe. For example, they do not always help children to understand how to keep themselves safe online or explain to children why they should not tip over chairs, and they instead remove the chair with no explanation.
- Parents speak positively of the nursery. They comment that their children are very happy. Staff keep parents well informed about their child's day. They share information on the online app. Staff build positive relationships with parents. They share ways they can support their children's learning and development at home.
- The nursery has gone through some recent staff changes. The new management team has worked swiftly to identify the strengths and areas of development at the nursery. It has plans in place to continue the improvements it has already implemented.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use all opportunities to teach children about how they can keep themselves safe, including how to keep themselves safe online.

Setting details

Unique reference number	2501163
Local authority	Doncaster
Inspection number	10326810
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	86
Name of registered person	Racing Start Preschool Ltd
Registered person unique reference number	2501162
Telephone number	01302 802220
Date of previous inspection	24 August 2021

Information about this early years setting

Racing Start Pre-School & Nursery registered in 2018 and is located in Doncaster. There are 16 members of childcare staff, of whom 11 staff hold early years qualifications at level 3 or above, including the manager who holds a qualification at level 6. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The manager and the inspector carried out a joint observation during a mathematics activity.
- The inspector spoke with the manager and nominated individual about the leadership and management of the nursery.
- The special educational needs and disabilities coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024