

Inspection of Little Robins Pre-school

Robin Hoods Walk, Boston, Lincolnshire PE21 9LQ

Inspection date: 5 December 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

Children show positive relationships with staff, putting their arms around them to give staff a cuddle. This shows that they feel safe and secure in staff's care. Children show pride in their achievements. They receive praise from staff when children show them characters from stories they create using dough. This helps to raise their self-esteem. Children are encouraged to be independent. Younger children receive hand-over-hand support from staff to pour drinks at snack time. Older children complete this on their own.

Many of the children who attend the pre-school speak English as an additional language. To support their understanding of English, staff use plenty of gestures, sign language and images alongside words they use in English to communicate to children. For example, staff use sign language and show children milk and water when they ask them what they would like to drink at snack time. Children make choices when they point to milk. Outdoors, children laugh when they copy staff to jump in puddles. This contributes to children developing their balance and coordination. Children show their imagination in their play, using dough to make pretend cakes. Staff support children's play, asking them questions to encourage their thinking skills. For instance, staff ask them the flavour of the cakes, children reply 'lemon'.

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

- Staff provide a curriculum that helps children to progress in their learning. For instance, older children listen to stories staff read. They engage in activities to reinforce and help children to remember different characters in stories. This includes children using sticks with paint to make marks on paper, when they hear a story about a man made of sticks. This contributes to them developing the muscles in their hands in preparation for early writing.
- Children with special educational needs and/or disabilities (SEND) are supported well by staff. Additional funding that some children receive is used effectively to provide one-to-one support from staff to implement specific targets to meet children's individual needs. Staff work closely with parents to help children with SEND to progress in their learning. For example, parents are asked to send in photos of family member and pets. Staff show children these photos, helping them to recall familiar people and animals in their lives.
- Staff support children to understand the pre-school rules and boundaries. For instance, when children begin to run indoors, staff remind them to walk, helping them to recognise the behaviour staff want children to show. During planned activities, staff ask children to take it in turns to use equipment, helping them to understand how to share.
- Staff provide children with experiences to make predictions. For example, they

plan activities where children select different objects, such as wood, toy cars and sponges. Children guess whether the objects will sink or float in water. Children predict that a toy car will float and show surprise when it sinks.

- Staff help children to learn how healthy food grows. Children help staff to plant and grow vegetables in the garden, such as beans, carrots and potatoes. They harvest the food and make vegetable soup to eat. This helps children to understand the process from ground to plate.
- Children help staff to maintain a safe environment. For example, when sand spills on the floor, children help staff to sweep this up. However, staff do not identify ways they can continue to help children learn about other potential dangers, such as when they use technological devices to access the internet at home.
- Staff know their key children's abilities and what they need to learn next, including children with SEND. However, this information is not fully shared across the staff team. Therefore, not all staff recognise how best to help some children with their learning.
- The management team receive support from the local authority to help them reflect on the experiences they offer children. This includes reflecting on the different areas indoors and outdoors to support children's communication skills. Recent changes include providing different enclosed areas outdoors to enable staff to hold more conversations with children.

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:

- support staff to help children understand how to continue to recognise further potential risks in the home
- strengthen the sharing of information between children's key person and other staff so that children's learning is supported by all staff during their play.

Setting details

Unique reference number	EY270955
Local authority	Lincolnshire
Inspection number	10363839
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 at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Little Robins Pre-School Committee
Registered person unique reference number	RP517316
Telephone number	01205 316580
Date of previous inspection	11 January 2019

Information about this early years setting

Little Robins Pre-school registered in 2004 and is situated in Boston, Lincolnshire. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one with level 4. The pre-school opens from Monday to Friday, during term time. Sessions are from 7.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents and carers shared their views about the pre-school with the inspector.

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