



## Little Rascals

Inspection report for early years provision

<b>Unique Reference Number</b>	EY254464
<b>Inspection date</b>	19 July 2005
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<b>Registered person</b>	Fiona Victoria Straw
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Little Rascals Day Nursery opened in 2003. It operates from a converted single storey building in the village of Duncroft, a suburb of Doncaster. The children have access to two separate playrooms and sleep rooms, toilets and an enclosed outdoor area. The nursery serves the local area.

There are currently 65 children on roll and of these 29 receive funding for nursery education. Children attend for a variety of sessions and the group is able to support

children with special needs and those who speak English as an additional language.

The group opens five days a week all the year round. Sessions are from 08.00 to 17.30.

The nursery employs ten staff, five of whom have childcare qualifications, four are on training courses and there is one cook/cleaner.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's good health is effectively promoted by their understanding of hygiene routines, they are aware that they need to wash their hands to get rid of germs. They are developing independence with regard to personal care and can take their own outdoor clothes on and off. Babies benefit by having nappy changing and sleep routines that reflect their normal home routines. These are supported by staff's understanding of health and hygiene procedures which prevent the spread of infection.

Children's dietary requirements are met by the provision of nutritious home cooked meals. The nursery works closely with parents to make sure children's choices are included on the menu and they can also cater for special diets. Snacks are offered throughout the day, older children can access their drinks at all times including when playing outside, and babies have drinks offered to them on a regular basis.

Children have many opportunities to develop their physical skills in the outdoor play sessions. Outdoor play is a regular feature of the nursery to promote the children's healthy lifestyle, but these are very long sessions which do not always maintain the interests of all the children, especially the younger ones. Although staff play with children and suggest activities to them some are anxious to go back inside. Children can also play outside under a covered area when the weather is poor and they have a good choice of games and equipment to choose from.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment with an entry bell system, self-registration and registration by staff to record children's presence and maintain their safety. Babies and toddlers enjoy outings, for example, to the local shops or park in a triple buggy. Children are encouraged to pick up dropped items and to help to clear away and tidy toys and staff explain the reason why to the children. Staff are aware of routines, health and safety requirements and fire evacuation procedures to maintain a safe, child-centred environment .

Space is organised so that children can easily access a range of toys and equipment stored at child height and these are regularly exchanged to give variety for the

children. However, there are insufficient books for children to choose from, and children cannot sit comfortably with an adult to read a story in either of the two main rooms. Children are well protected by staff's knowledge and understanding of child protection procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children's individual needs are met. Children are confident in the nursery and they have good relationships with staff. Babies are curious and interested in activities and older children access planned activities independently. Children's learning is supported by a balance of activities over the year as shown through staff's planning. Children from 0 to 3 years play happily together and with adults. They enjoy using resources such as paint, jigsaws, activity toys and small world toys. Babies are encouraged to use their senses and creative abilities and staff use the "Birth to 3 matters" framework to support the children's learning.

#### Nursery education

The quality of teaching and learning are satisfactory. Staff demonstrate a sound knowledge of the Foundation Stage guidance and allow children to develop as individuals. Children's interests are maintained by staff using open-ended questions and encouraging children's participation. Planned activities make use of the resource of the local community. Staff use the Foundation Stage guidance to plan and record children's achievements but they do not differentiate activities to assist development of more and less able children, and although they evaluate activities informally this is not used to inform and develop planned activities.

Children are interested in drawing and writing. They hold pencils correctly and attempt letter formation. Children enjoy listening to familiar stories and singing simple nursery, and action rhymes from memory. They are confident speakers and will join in conversations with adults and their peers and do not hesitate to make their own contributions.

Children benefit from many opportunities to count and identify colours, for example, looking at different coloured crayons, counting mugs and biscuits at snack times. Children learn about the world around them with a variety of practical experiences, for example, caterpillars turning into butterflies, through baking and through discussing a healthy diet.

Children have varied opportunities to develop their physical skills through indoor and outdoor play using large and small equipment. Children's imaginary play is fostered appropriately and they draw on their own experience to "put the bears to bed" and "cook tea" in the home corner. Children receive regular opportunities to participate in creative play, painting, drawing, and collage giving them opportunities for practical skills with brushes and scissors and to discuss form and shapes.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children are welcomed into the nursery by staff. They behave well, for example, they discuss why they do not run in the cloakroom, acknowledging that this is because they may hurt themselves. Parents and staff support children and encourage them to take turns and share with others. Positive behaviour is praised. Babies are encouraged to explore their environment and older children learn about the world around them through a full range of planned activities. Varied resources are used including some which reflect a multicultural community, for example musical instruments and dressing up in clothes from different cultures. Children are encouraged to develop independence, for example, they can self-register and identify their own coat pegs. Children with special educational needs can benefit from the specialist knowledge of some members of staff and their development can be supported in the nursery setting. This positive approach fosters children's spiritual, moral, social and emotional development.

Partnership with parents is satisfactory. Parents are given verbal information about the nursery and about the Foundation Stage guidance before their child starts, this is two way process as children benefit by their parents informing the nursery of their needs. A notice board also supplies parents with daily information and children's daily routines are discussed at doorstep meetings with their child's key worker. Children are relaxed and confident, parents are involved in their child's time at the nursery and they receive suggestions for extension activities at home.

## **Organisation**

The organisation is satisfactory.

Overall the needs of children are met. Children access a range of planned activities suitable for all age groups and staff's knowledge of Birth to Three Matters and the Foundation Stage guidance is satisfactory. Some children find the start of the day confusing when all age groups are together in one room and staff and children are entering the building. The manager tries to ensure that children are greeted by their key worker to give them continuity of care but not all staff are available at this time. Children benefit by being with their own age group for the remainder of the day which is organised in the best interests of the children. Staff observe children's development and learning and use this knowledge to develop children's records of achievements, however, much of the information about children's progress is not recorded and therefore cannot be used to inform further planned activities.

Leadership and management are satisfactory, children benefit from the care and nurture of staff. The manager and owner work closely together to provide a sympathetic environment for children supported by the deputy who is in charge of the baby room. They achieve this by providing induction procedures and training for staff. The majority of staff have a childcare qualification, and they work well as a team to promote children's play and learning. The relationship staff have built with parents is to the advantage of the children, helping them to support children's learning in the home and family life.

### **Improvements since the last inspection**

At the last inspection the provider was asked to provide comfortable seating for staff and children within the playroom. There is no evidence of any suitable seating for adult and child to sit together and read a story or for a child to relax with a book. The baby room has some floor cushions but does not have any furniture suitable for an adult to sit on to feed a baby or cuddle a child in comfort.

At the last inspection the provider was asked to make sure that all staff were aware of the strategies for working with children with special educational needs. Since the last inspection a special educational needs co-ordinator is in place and she has received specific training. This information has been disseminated to staff through staff meetings and informal discussion so that all staff are aware that there is a code of practice, a policy in position and strategies to adopt, should they wish to refer a child who they think needs additional support.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure there is a suitable range of furniture and books available to meet the developmental needs of children from 2 to 4 years old
- review organisation of the first part of the day so that activities meet the needs of children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review planning to show differentiated activities for more and less able children
- evaluate children's progress to inform their records of achievement and use this to plan for children's next steps in learning.

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