

Little Rascals

Inspection report for early years provision

Unique reference number EY254464
Inspection date 19/12/2008
Inspector Tracey Jane Outram

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Rascals Day Nursery opened in 2003; it is one of two privately owned nurseries. It is situated within Dunscroft, a suburb of Doncaster and operates from a converted single storey building. It serves children and families living in the local and surrounding areas. There are two fully enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round, with the exception of public holidays. Times of opening are from 07.30 to 18.00.

The nursery is registered on the Early Years Register to care for a maximum of 45 children at any one time. There are currently 52 children on roll who attend for a variety of sessions and funded nursery education is available. There is provision for children with disabilities and learning difficulties and for those children who speak English as an additional language. The setting is also registered on the compulsory and voluntary parts of the Childcare register.

There are nine members of staff including the manager and owner. Of these, eight work directly with the children on a full and part time basis. All members of staff are qualified and two are working towards further qualifications.

Overall effectiveness of the early years provision

The nursery provides a secure and welcoming environment for children and their families. Systems of planning and assessment are robust and support children to make good developmental progress overall. In addition, positive steps are taken to encourage the children to develop a strong sense of belonging and high levels of confidence. Members of staff support inclusive practice by organising the daily routine to positively address the individual interests and developmental needs of the children. The process of self-evaluation is rigorous and accurately identifies the strengths of the setting and the areas for future development. The nursery has a good capacity for further development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the activities to help children make progress in problem-solving, reasoning and numeracy
- include parents in planning the next steps in their children's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each specific type of outing (Safeguarding and promoting children's welfare).

06/02/2009

The leadership and management of the early years provision

The children attending the setting are well cared for by an attentive and qualified staff team who offer high-levels of support and encouragement. They follow the clearly written policies and procedures, which ensure the safety and well-being of the children. Recruitment and induction processes are robust and this ensures that all adults who come into contact with the children are all suitable and appropriately qualified. The premises are warm, secure and effectively organised to provide children with safe and independent access to the resources. Members of staff have a confident understanding of many of the indicators of child abuse and neglect. They understand the necessity to make referrals to the local investigating agencies quickly in order to maintain children's welfare. Regularly reviewed risk assessments relating to all aspects of the premises are in place; however, they do not contain sufficient detail for all types of outings.

Effective and robust systems are in place to ensure that the curriculum planning addresses the children's unique learning and development needs. Equally the positive relationship with parents and carers increases children's sense of security and well-being. For example, children and families benefit from building close bonds with designated key workers who ensure that they remain fully aware of the needs of all children including those who have English as an additional language, learning difficulties or disabilities. Accurate written assessment records, are in place, which are openly accessible to parents at all times.

The manager is confident about her responsibilities and as a result the nursery is successfully managed. She listens to the views of staff and sets a positive example through her own daily practice and interaction with the children. The process of self-assessment is ongoing and rigorously completed by the whole staff team. This has led to a clear identification of the strengths of practice and areas for further development, such as working with parents to plan the next steps in their children's learning.

The quality and standards of the early years provision

Members of staff have a sound understanding of the 'Early Years Foundation Stage'; consequently the children are making sound progress across the breadth of the curriculum. They benefit from enjoyable and challenging experiences, which are planned, adapted and reviewed by key workers in order to provide for their specific developmental needs. In addition, observations and assessments are completed effectively to ensure that the children are making progress given their starting points. Members of staff are extremely child centred and they use their time very effectively to interact with the children. They consistently model the use of language and challenge children to think by asking open-ended questions. The 'Jolly phonics' scheme is used during group times and the children demonstrate creative and independent thinking as they explore sounds and words. The children frequently give meaning to marks as they draw and paint; however, they have fewer opportunities to experiment with writing. In addition, the lack of name cards does not support the older more able children to begin to write their own names.

Overall, the children confidently sort, classify and use numbers as labels for counting. However, they are less confident and interested in simple mathematical problems, such as finding the total number of items in two groups.

The children have very good levels of concentration and a good ability to interact with others. Groups of children play together extremely well, taking turns and sharing a range of construction equipment, dressing-up clothes and well planned role-play situations, which captures their interest and imagination. The children are very interested in the world around them and members of staff embrace their curiosity. For example, the children benefit from being included in daily tasks, such as giving water and seeds to the wildlife in the garden. This helps the children appreciate some of the wonders of the natural environment as they talk about different habitats and make pertinent observations about the seasons and changing weather patterns, such as frost and ice. The children have a good understanding of information and communication technology through the use of the computer and the music system, which they use to listen to their favourite songs, time and time again. Babies and toddlers are equally involved in a full range of sensory and creative experiences. They benefit from the use of natural materials and thoroughly enjoy experimenting with treasure baskets and musical instruments.

As a result of the caring staff team, the children are extremely settled and secure within the nursery. Photographs of children enjoying and achieving are displayed around the playrooms to help the children develop a strong sense of belonging and help parents to see the range of activities that are provided. Staff also help the children to increase links with other people in the local community. They have forged links with the local community officer, who frequently visits the nursery to encourage positive behaviour and help the children to learn about how to maintain their personal safety. Mealtimes are social occasions and the children enjoy freshly prepared nutritious food and drink. This promotes children's health by increasing their knowledge and understanding of healthy food. In addition, the children's self-help skills are actively encouraged as they independently wash their own hands and use cutlery that is appropriate to their ages and stages of development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.