

Rascals Childcare Ltd

Inspection report for early years provision

Unique reference number	EY299101
Inspection date	19/06/2009
Inspector	Lynn Amelia Hartigan
Setting address	Huntingdon Church, Talbot Avenue, Rayleigh, Essex, SS6 9HP
Telephone number	01268 786893
Email	
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Rascals Childcare Limited is a privately owned and managed pre-school and nursery. It opened in 2005 and operates within a self contained hall in Rayleigh. A small step leads into the hall entrance, however a ramp is in place at the rear door, this means that the premises are easily accessible. A secure enclosed outdoor garden area is used for outdoor play activities. A maximum of 28 children aged from two to eight years may attend the setting at any one time. The group is open five days a week, from 07.30 to 18.30, 50 weeks a year.

There are currently 62 children attending who are within the Early Years Foundation Stage (EYFS) years. The setting also offers care to children aged over five years to 10 years. This provision is registered by Ofsted on the compulsory and voluntary childcare registers.

There are 12 members of staff, including the owners who manage the early years provision. Nine of the staff, including the owner have Early Years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is good. Children are extremely settled, happy and confident as the staff team ensure their individual needs and requirements are supported exceptionally well within a happy, fun and inclusive environment. Some good opportunities for communication and partnership with parents enhances the children's time at the setting. Staff members are committed with regard to inclusion and endeavour to support each child's individual needs. Good and effective systems for self-evaluation are used to ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- promote the educational programme to make full use of the outdoor environment to deliver a range of opportunities that cover all six areas of learning
- review and update the complaints procedure.

The leadership and management of the early years provision

The managers' and the supervisors along with the staff team are dedicated and committed to developing the nursery and provide a high standard of childcare and education. The provision of some good policies and procedures which underpins the settings practices are offered to the parents to ensure they are informed with

regard to the nursery and Out of School club procedures. However the complaints policy should be updated to ensure that parents have up-to-date information. Staff are committed to working in partnership with parents and carers and are making some good attempts to involve parents in their children's learning. Parents are encouraged and supported to contribute to their child's development as staff are on hand daily to give verbal feedback, in addition, parents can view their children's file and development records on request and are able to add comments to their child's individual play plans.

The staff team endeavour to form good links with the local primary schools and local pre-schools that children also attend. They hope this can develop further to ensure a consistent approach for the children. Children also have many opportunities to meet people from the local area such as the greengrocer, post master and librarians, as trips out locally are arranged and visitors are welcomed into the nursery.

Good procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an experienced staff team. An informative safeguarding policy is understood by staff members and ensures the children's well-being is not compromised. Risk assessments are regularly completed to ensure the environment and activities both indoors, outdoors and outings remain safe for children. Evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Consideration is given to the views of the children, parents and staff to ensure a quality service is provided. Parents speak positively about every aspect of the setting.

The quality and standards of the early years provision

Children are able to play and learn in a bright child-friendly and welcoming environment. All staff have a good understanding of child development and how children learn. All equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy calm atmosphere throughout the sessions.

Children are provided with a very good range of play and learning opportunities as staff use their knowledge to support the children's interests. For example, children express an interest in an ants nest within the outdoor area and watch in fascination at the ants carrying their eggs. Staff provide appropriate resources to support their interest and children are able to explore the life of ants further. They take photographs of the nest and make their own pictures and drawings of what they have seen.

Children are able to independently access the selection of resources as they are easily accessible in named trays and boxes at the children's level. This enables them to make choices and direct their own learning and play. Children confidently select or request toys of their choice and they are respectful of the toys, happily packing away after themselves. As a result children are happy and enthusiastic to learn.

Staff are totally committed to providing a fun, happy environment for the children. Every member of staff is attentive, respectful and listen to the children. As a result children appear extremely confident and are developing good self-esteem. A good process is now in place to ensure assessment, observation and planning for the next steps of learning. Careful planning ensures differentiation, ensuring more able children are sufficiently challenged, and all children are supported. Parents are involved in the initial assessment of their child to establish their child's interests, likes and dislikes. Parents are provided with a prospectus and regular newsletters informing them of the activities and terms themes. A very informative reception area is accessible to the parents and there is good information displayed with regard to the EYFS.

Children play in a bright and stimulating environment. Children are able to lead their own play and request resources. The two large playrooms are inviting and child-friendly; there are some defined areas such as the imaginative play and craft areas and these are used effectively by the children. Free-flow play from indoors to outdoors is in the early stages of being introduced as an exclusive, enclosed outdoor play space is available. Some good opportunities are available to the children outdoors as they enjoy playing with the ride-on toys or searching for mini-beasts and insects using magnifying glasses. They have fun blowing bubbles, mark making and painting the fences with brushes and water. Children squeal with delight when they catch a duck that is floating in the water play, and are able to identify the numbers on their duck. All children join in a parachute game outdoors and it is a pleasure to watch the older children helping the younger ones take part. They take great pride in using the Maypole and dancing when celebrating May day. Plans are in place to develop the garden further to improve the children's time outdoors. Developing further activities and opportunities outdoors that cover all six areas of learning are yet to be included within the daily plans.

Children's health and welfare are promoted well. Children are able to independently access the bathroom. They are able to access drinking water throughout the day and enjoy an abundance of tasty nutritious snacks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share snacks such as bananas, bread sticks and raisins.

Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful toward the children. As a result children's behaviour is very good.

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?	2
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?	1
How well are children helped to make a positive contribution?	1
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