

Little Rascals

157 Station Road, Dunscroft, Doncaster, South Yorkshire, DN7 4JP

Inspection date	22/11/2012
Previous inspection date	19/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development from their starting points. All children engage in purposeful learning experiences which are planned around their individual interests and developmental needs. Systems to support children with special educational needs and/or disabilities are also in place, ensuring every child achieves to their full potential.
- Partnership working with parents is good. The constant exchange of clear information promotes an integrated approach to children's care and learning.
- Staff act as positive role models, promoting children's good behaviour and developing their social skills.
- The setting's robust process of self-evaluation and effective monitoring systems, ensure targets for future development are identified and continuous improvements made.

It is not yet outstanding because

- The outside area has yet to be further developed, to fully create a stimulating, well-resourced environment for younger babies.
- Links with other settings involved with children are not yet firmly established to fully promote continuity of learning for these children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, two-to-three-year old children's room, pre-school room and the outside learning environment.
- The inspector spoke with staff from each room during the inspection and she held a meeting with the registered provider and the manager.
- The inspector looked at children's observational assessment records and planning systems. She also looked at relevant documentation, including information used to assess the suitability of staff and the setting's self-evaluation.
- The inspector also noted the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

Little Rascals Day Nursery opened in 2003 and is one of two privately owned nurseries. It is situated within Duncroft, a suburb of Doncaster, and operates from a converted single storey building. It serves children and families living in the local and surrounding areas.

Children are cared for in three different rooms according to age and ability and there are two fully enclosed areas available for outdoor play. The nursery is accessible and opens Monday to Friday all year round, with the exception of public holidays. It opens at 7.30am and closes at 6pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 67 children on roll within the early years age range. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. It receives funding for the provision of free education for children aged two-, three- and four-years old.

The setting employs 11 members of childcare staff to work with the children. Of these, one member of staff holds Early Years Professional Status, eight staff hold an early years qualifications at level 3 and one holds an early years qualification at level 2.

What the setting needs to do to improve further

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

- improve systems for sharing information with all other settings children attend to ensure everyone works together to help each child make continued progress
- develop further the organisation of a stimulating and well-resourced outdoor environment to fully support children's all round development, with specific regard to babies.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development from their unique starting points. This, in part, is due to the skilful support and challenge provided by staff and also because of the setting's effective planning and use of observations and assessments. Children are cared for in different rooms according to their age and abilities, with each room organised to meet children's specific needs. This creates an environment where children learn through play as they freely access a good range of developmentally appropriate toys and resources covering all areas of learning. Children are motivated as staff engage in play with them, asking lots of questions. This creates purposeful, hands on learning experiences for all children.

Staff effectively use ongoing observational assessments to monitor children's progress

within all areas of learning. Planning is individualised to each child, with staff building on their starting points, interests and developmental needs. For example, each child's key person analyses all of the information they hold on a child to identify and plan for their next steps for learning. This creates an individualised play plan which is shared with parents. Parents are actively encouraged to contribute to their child's play plan and to use this information to continue to promote their child's learning at home. Effective partnership working with the local children's centre and outside agencies results in continued support being provided for all children, including those with special educational needs and/or disabilities. This enables every child to reach their full potential. Parents are kept closely informed about their children's progress through regular parents' meetings. The setting is also in the process of implementing a progress report at age two, further promoting their information sharing processes with parents.

Babies confidently investigate their surroundings. They have fun as they use their senses to explore their toys and activities using their senses. For example, babies enjoy playing with and feeling the texture of things like play dough, paint and shaving foam. Staff also follow babies interests, interacting with them and developing their play. For example, when a baby sits on a rocking cow toy, a member of staff promotes their communication skills by singing a song about rowing. The baby rocks back and forth as they repeat key phrases of the song. Continuous discussion is promoted with all children, which develops their language and communication skills. Staff increase their questioning techniques as children get older, asking 'What', 'How' and 'Why' questions to create challenging play experiences. For example, during a simple water play activity, some children enjoy filling and emptying containers, advising staff when their container is full. While other children enjoy finding laminated numbers in the water, with staff asking them to identify what number they have found. To assist children in identifying these numbers, staff ask 'What number comes next' or they encourage children to count their fingers. Children confidently count to ten and the activity helps them to begin to recognise numbers in print. Pre-school children develop their knowledge of letter sounds during practical activities. For example, children are encouraged to identify the letter sounds within their name and to then find the correct letter shape during a printing activity. The activity is differentiated for children according to their abilities, promoting the inclusion of all children. Some children are supported to find the correct letters associated with their names, whilst others independently locate these with minimal assistance.

Children in the two- to three-year-old room enjoy sitting and listening to stories and joining in with singing activities. Staff skilfully demonstrate the actions to songs, which encourages children to actively participate. When children's focus in the activity begins to diminish, staff recognise this and introduce musical instruments into the activity. This regains children's attention and promotes their active participation. All children benefit from outdoor experiences. The outdoor learning environment is well resourced for older children and toddlers. These children have fun climbing on various sized climbing frames and sliding down the slides. They also have fun playing throwing and catching games with balls, riding on bikes around a pretend road and making marks on a chalk board. Younger babies who are not yet mobile or confidently walking are taken on regular walks around the local area or to the park, providing them with opportunities to be outside. During warmer months when the ground is dry, staff create areas for these younger children to play outside with a range of interesting play resources. However, these opportunities are

limited during colder, wetter months. This results in younger babies not always having access to a stimulating outdoor environment covering all areas of learning.

The contribution of the early years provision to the well-being of children

All children, including babies, show security and confidence in the care of staff. Each child is assigned a key person who works closely with parents to ensure children's individual needs are respected and met. Clear information is obtained from parents, which enables staff to build on children's starting points. Babies are provided with lots of cuddles and reassurance when they first start, providing them with comfort and helping them to settle. These strategies help all children to relate well to staff as they develop secure emotional attachments.

Children are happy and they relate well to the staff and their peers. Their social skills are developing as they begin to interact and play with their peers. Younger children enjoy playing alongside other children, whereas, older children develop their skills as they play cooperatively with others. Children behave well as they are fully stimulated during play. Staff also act as positive role models, offering regular praise and encouragement to further promote children's good behaviour and develop their self-esteem. Children independently select their play materials, allowing them to make their own choices. They learn important self-care skills, such as, hand washing and putting their own coats on ready for outdoor play. Children are actively encouraged to make healthy choices through the provision of nutritious meals.

Children are well supervised during high risk play, which allows them to take calculated risks in a controlled manner. For example, staff closely monitor children when they climb up the large climbing frame. This builds children's confidence as they learn to negotiate how to do this in a safe manner. Procedures are in place to aid the smooth transition process for children starting school. Information is shared with the child's next provider, enabling them to continue to build on the child's current level of achievement.

The effectiveness of the leadership and management of the early years provision

Leadership and management have recently been strengthened with the introduction of further monitoring systems and a new management team. The provider is now taking a more active role in monitoring the setting to ensure all legal requirements of the Early Years Foundation Stage are met. A member of staff from within the setting has been promoted to manage the setting and a new deputy who holds Early Years Professional Status has also been employed. This new management team are aware of their roles and responsibilities and are focusing on the continued professional development of the staff team through modelling good practice techniques. This has already had a positive impact on children's learning as staff are now more confidently questioning and engaging children in purposeful learning experiences. It is also creating a motivated staff team, where everyone is working together to improve standards of care and learning for all children.

The setting's robust self-evaluation is effectively used to monitor the whole provision, including the educational programmes. This leads to the clear identification of targets for future development.

Children are safeguarded as they are cared for by a qualified staff team whose suitability has been checked through clear recruitment, vetting and induction procedures. Staff appraisals and supervisions are regularly held to ensure the future training needs of staff are identified. Staff are well aware of the setting's policies and procedures, implementing them effectively to protect children's health and safety. For example, deployment of staff is good, resulting in children being constantly supervised. Potential hazards are identified and minimised through the setting's clear risk assessment procedures and staff have a secure knowledge of child protection procedures to follow if they suspect a child is at risk of harm. Partnership working with outside agencies also ensures children are safeguarded.

Children's individual needs are met as staff work in partnership with parents, carers and other professionals. Information sharing is good, resulting in parents being kept well-informed of their children's care, progress and development. Partnership working in the wider context is mainly effective to safeguard children and to meet their needs. However, links with other early years settings where the care of children is shared, are not yet as effectively developed as those with other professional services and outside agencies. Therefore, information sharing is not always as effective to ensure children fully benefit from an integrated approach to their continued learning. Parents comment positively about the setting, confirming they feel fully informed about their children's learning. The setting promotes the inclusion of all children enabling every child to develop the skills needed for their continued learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY254464
Local authority	Doncaster
Inspection number	872630
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	67
Name of provider	Little Rascals (Doncaster) Limited
Date of previous inspection	19/12/2008
Telephone number	01302 840925

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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