

Little Rascals

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

Inspection date	03/10/2013
Previous inspection date	22/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are able to choose from a wide range of activities both indoors and outdoors. This supports their growing independence as staff support them well in directing their own learning.
- Children's mathematical development is well supported with numbers in various sizes and fonts in the indoor and outdoor environment. Children are given opportunities to use numbers in everyday situations which means that they are able to recognise order and write numbers.
- Children are well safeguarded. All staff are informed about child protection issues and the premises are safe. This ensures that all staff understand how to keep the children and themselves safe and follow all necessary guidelines.
- The manager and provider work well together and are committed to continually developing the nursery. They take well-targeted steps to address any areas they identify for improvement.

It is not yet outstanding because

- The nursery has recently employed a number of new staff and their confidence is not yet fully developed, through following the good example of their more established colleagues, in order to enhance the quality of their teaching.
- Managers do not always monitor the children's records to ensure that all staff consistently record high quality information.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 three playrooms and the outdoor area.
- The inspector spoke to staff from each room and held a meeting with the registered provider and manager.
- The inspector spoke to parents and carers and observed and interacted with the children to gather their views of the service provided by the nursery.
- The inspector looked at relevant documentation relating to the safety of the children and the planning and assessment of children's learning and development.

Inspector

Kathy Kilner

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 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. Children are cared for in three different rooms according to age and ability and there are two 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 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:

- use the examples of good practice from experienced staff to further develop the confidence and quality of teaching of newer members of staff in order to further enhance the good quality of teaching and children's learning

- extend the monitoring of children's records to ensure that they are all of the same high quality.

Inspection judgements

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

Children are enthusiastic and motivated to learn in this good quality nursery. The indoor and outdoor environments are well resourced to promote all seven areas of learning, and to give children opportunities to play, explore and be active learners. They demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. Children learn through well-planned,

purposeful and challenging activities. As a result, children make good progress in relation to their starting points.

Staff regularly observe children as they engage in activities that they choose to do, and note what and how they are learning. Staff use this information to plan the next stage in learning. As a result, planned next steps for children are meaningful and relevant. Staff are flexible in their approach to the planning and are especially aware of children's emerging and changing needs, as they settle and become accustomed to their new routines and environment. There is a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development to provide a solid foundation for all areas of their learning. Consequently, children who are falling behind their peers are quickly identified and those with special educational needs and/or disabilities are well-supported. Those who speak English as an additional language develop a strong grasp of the English language. Therefore, children acquire the skills, abilities and attitudes to prepare them well for their future learning and for school.

All children have an individual development plan and a profile book that monitors their progress. Observations of new learning are added to children's profiles. Parents regularly speak with their child's key person about their child's progress on the development plan. This means that parents know what their child is learning and are able to support their child's learning at home. A 'progress check at age two' is being completed when it is an appropriate time for each child, dependent on how long the child has been at the nursery. Most assessments are good. However there is scope to develop the monitoring of children's records to ensure that they are all of the same high quality.

A good environment and good staff interaction support children across the nursery. Children share experiences with skilled staff who ask questions that provoke further thinking and encourage them to communicate their thoughts and ideas as they play. Children are also enabled to seek challenges, 'have a go' and to test their ideas. For example, children put water on blocks and then place them on top of each other. They do this repeatedly before one child states, 'they're not sticking properly' and the staff member skilfully finds out that they want 'concrete'. The children are invited to find a solution to what can be used as 'concrete' and decide that mud mixed in the water will be 'much stickier'. Children get the mud and confidently experiment, well supported by a responsive practitioner. This is supporting children's independence and cooperative skills.

Children are well supported in prime areas of learning, physical, emotional and communication skills, but are also given opportunities to develop in other areas of learning such as mathematics. For example, children are invited to trace the number three in the air and appropriate language is used to describe the shape of the number as the children enthusiastically join in with the staff member. This gives children opportunities to recognise and represent numbers.

Younger children's needs are also well supported. Babies' language skills are supported by enthusiastic, interested staff who listen carefully to them, value their attempts to communicate and repeat the sounds they make in turn taking 'conversation'. Their physical development is supported by supportive staff and the environment. For example,

a child in the baby room is seen to confidently negotiate the slope that leads up to the window area and keep a steady pace when coming back down, altering her body posture to keep herself stable. Two-year-olds confidently transport soil in buckets, and one child is delighted as his friend fills his tipper truck and he repeatedly tips out the soil.

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

Good settling-in procedures ensure that children settle well into the nursery. Staff are good role models for the children. They have created a warm and reassuring environment where they form strong attachments with the children. As a result, children are happy and content throughout the nursery. They interact positively with adults, other children and visitors, which supports them in building relationships. The key person system works well because children are able to choose who they would like for that special role and staff work well in partnership with parents to foster this relationship.

Staff who work in the baby room provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. Older children are quick to seek out staff for a cuddle if they become tired or need reassurance. New children have comfort items from home until they feel secure enough to no longer need them. Children are effectively supported in their transitions between rooms by staff that recognise that this can be a big change for children and can unsettle them if not done sensitively. Staff ensure that children are familiar with the room they are moving into by taking the children to visit their new room and it, 'takes as long as it takes' to settle.

There is a good range of well-maintained, safe and age-appropriate resources for children to enjoy both indoors and outside. These are stored within easy reach of the children. Staff conduct a daily check of the premises to ensure it is safe for children to explore. Children demonstrate they feel safe by confidently playing and exploring in the nursery environment. Children understand and are allowed to take risks and are seen confidently climbing, and negotiating obstacles with their bikes and cars. Children behave well because they know there are boundaries and staff are consistent in their approach with lots of praise for positive behaviour. Any minor quarrels are quickly resolved and are handled sensitively and positively by staff. As a result, children learn the behavioural expectations of the nursery and about consequences.

Health and hygiene is effectively managed. Older children know when to wash their hands and wipe their noses, and younger children are supported to do this. Staff are vigilant at wiping tables after messy activities. A cook prepares freshly cooked meals each day and children access their water bottles throughout the day. A table in the pre-school room has a small jug and beakers that enables children to pour their own drinks. This means that children are becoming aware of the need to drink regularly throughout the day, and are given opportunities to do this independently and to monitor their bodies' needs.

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

This inspection was brought forward by Ofsted because an allegation against a member of staff was not notified in a timely manner and a low-level warning letter was issued as a consequence. Management has taken comprehensive action to ensure that this does not happen again. The manager ensures that the requirements of the Statutory framework for the Early Years Foundation Stage are met at all times and has a good understanding of them. Consequently, safeguarding is good because the manager understands her responsibility to meet the safeguarding and welfare requirements. Robust recruitment and selection procedures, for example, induction, probationary periods and completion of checks pertaining to their suitability, ensure that all practitioners are skilled and safe and children are well protected. Staff have good knowledge and understanding of how to protect and safeguard children. Policies and procedures are known by all staff and implemented consistently. They have all attended safeguarding training and are fully aware of what to do and who to contact if there are any safeguarding concerns or allegations against staff. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in complete safety. The effective deployment of staff ensures that children are successfully supported in their play and learning and are closely supervised at all times.

The manager takes responsibility for overseeing the educational programme and ensuring its effective implementation. Personalised development plans for the children enable staff to quickly but efficiently gather children's starting points and then to add significant new or different information. This has resulted in a time efficient method of working and demonstrates a commitment to offering a curriculum that has depth and breadth across the seven areas of learning. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a programme of training to address underperformance and increase staff skills. The manager has a good overview of what is happening for all children in the nursery. Experienced staff demonstrate consistently good practice but as several new staff have recently been employed the manager will need to observe these staff to ensure that they are supported to offer consistently good practice so that all children continue to make good progress in their learning.

Partnerships with parents, school and the children's centre are strong and make a significant contribution to meeting children's individual needs. This ensures consistency and continuity of care and learning. Self-evaluation is good because there is a strong commitment to improve practice in all aspects of nursery provision and the manager and provider work closely together to inform and implement this. Priorities noted on the nursery development plan show that the nursery has the capacity to sustain improvement.

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 action. 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	932931
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	70
Name of provider	Little Rascals (Doncaster) Limited
Date of previous inspection	22/11/2012
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, which are usually the childminder's 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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