

Rascals Preschool

Inspection report for early years provision

Unique reference number	EY377471
Inspection date	02/04/2009
Inspector	Rosemary Beyer

Setting address	The Old House, Keelby Village Hall, King Street, Keelby, Grimsby, N E Lincolnshire, DN41 8EE
Telephone number	07521 733 302
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).

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 Preschool operates from rooms within Keelby Village Hall, Keelby, North East Lincolnshire. Registration is for 24 children in total aged between two and eight years of age, currently six children in the early years age group attend and five school age children. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently four members of staff are employed, including one member of staff who does the cooking. All staff are qualified or working towards appropriate qualifications.

The setting provides pre school sessions, wrap around care and a holiday club. Opening times are between 08.00 until 18.00 Monday, Thursday and Friday. Children are able to access a packed lunch provided by parents during each session or can have a home cooked meal on Monday and Thursday. They have everyday use of two rooms on the ground floor of the building, and associated facilities, also access to the main hall when it is free. A staff room and office are available on the first floor. There is an enclosed outdoor area and a grassed area for children's outdoor play.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery promotes all aspects of the children's welfare successfully, ensuring they are safe and secure. They participate in a wide range of activities to promote their interests, and through careful assessment and planning the children have sufficient challenge to keep their attention. The parents and staff work closely together ensuring a good exchange of information about the child's welfare and development. Staff have started to self-evaluate the provision and have plans for future development as a result.

What steps need to be taken to improve provision further?

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

- take the necessary steps to ensure the outside area is safe and secure
- ensure all staff and children are aware of the fire evacuation procedure and familiar with its implementation.

The leadership and management of the early years provision

The owner, manager and staff work very well together. An effective recruitment and induction process is in place ensuring all staff working with the children are suitable. They have a clear understanding of their role and responsibility in safeguarding children, and are well organised during the session to ensure good supervision. There is a clear expectation that staff will continue with training to further enhance the care they provide and support their own personal

development. Their progress and needs are regularly discussed at their appraisal meetings.

Staff provide good opportunities for the children to develop independence, by choosing their own resources, making suggestions for future activities and in their personal care. The daily routine is flexible and allows them opportunities to develop their chosen activity such as the use of the tent for a second day, as they like having a den in which to hide.

Overall, policies and procedures are well written and used effectively to promote the children's welfare although they have yet to practise a fire drill, so are unfamiliar with the procedure. Review dates are planned and recorded to ensure these policies are relevant to the setting and kept up to date. The staff are also very conscious of the risk posed by an uncovered water butt, and ensure the children do not have access to this area of the garden.

Although the setting has only been running for a short space of time, the staff are already developing self-evaluation processes. They have plans in place to improve safety aspects, such as the increased security of the outside area and to develop relationships with other agencies and carers.

Parents and staff have already developed good relationships, sharing information which helps to meet the children's needs effectively. Parents value the recording of children's development and also the ideas for activities to support them at home. They therefore feel involved in the children's learning and have a good understanding of their child's progress. Notices and newsletters are also used to keep parents informed of any changes or future activities. Parents spoken to during the inspection are very happy with the care their children receive.

The quality and standards of the early years provision

Children make good progress in their learning, as the staff have an excellent knowledge of the early learning goals. Children with learning difficulties or disabilities attend the setting, and the manager has experience of working successfully with parents and outside agencies. Staff are currently producing learning plans for the children to support their individual development. No children with English as an additional language are cared for at present, but staff are prepared to meet their needs.

All children are confident in the setting. They select toys and resources they wish to use from the wide range on offer, and staff are ready to assist if needed, for example doing the fastening on aprons or putting up the tent. They are keen to participate in the activities on offer, with the well planned programme providing both adult led and child initiated or developed choices, such as the creation of junk model fire engines to support the topic about firefighters.

The children thoroughly enjoy stories, using books in the comfortable book corner with care. They sit quietly when staff read and participate enthusiastically at story time. Through visits to the local library they are developing an interest in the

community as well as choosing books. They confidently chat to staff, visitors and each other with an ever widening vocabulary, broadened by the range of activities and learning opportunities provided.

Children display great enthusiasm for outside play, with activities planned to promote their physical development and their knowledge and understanding of the natural world. They use the outside equipment confidently and capably, climbing and balancing well. When the weather is bad exercises and dance are enjoyed inside to develop their fitness. They are also learning about plants and flowers in the garden, with plans for growing vegetables to support their understanding of healthy eating as part of keeping fit. Meal times are a happy social experience, with a well balanced diet of home prepared food and healthy snacks supporting the children's healthy lifestyle. Any special diets or allergies are respected in the provision of food, also children's likes and dislikes although they do eat most things well. Menus are posted for parents to see.

Children's safety needs are met well on the whole, and staff have completed very comprehensive risk assessments although have not yet practised fire drills with the children. They supervise the children well to minimise risks both inside and out, and the children learn to protect themselves by using resources safely and carefully.

The children behave very well. They are settled, polite and well mannered. They take turns and share without being prompted. They are also supportive of each other with older ones helping the younger ones for example with the computer. During activities they co-operate and share resource such as paint or glue, and work together to complete puzzles, concentrating well to finish the task.

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.	3

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?	3
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?	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
--	-----