

Young Rascals Day Nursery

Inspection report for early years provision

Unique reference number

EY300871

Inspection date

29/01/2009

Inspector

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Setting address

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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

Young Rascals Day Nursery was registered in 2005 when an existing day nursery on the site was purchased by the current owner, who is also early years qualified manager. The facility operates from converted premises in Beeston, Nottinghamshire. The pre-school rooms are on the first floor and office/staffroom is on the second floor. There are ramps to access the ground floor of the premises. There is a secure outdoor play area. The nursery serves families from the local and surrounding areas. The setting is registered on the Early Years Register and compulsory part of the Childcare Register to care for 34 children from birth to eight years and there are currently 32 children on roll. This includes 27 children in the early years age group and those who receive funding for early education. The nursery shares and seeks information in partnership with some other early years settings the children in the early years age group attend. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery opens five days a week all year round, except Bank Holidays, and sessions are from 07:30 until 18:00. The setting employs seven full-time staff who work with the children. The majority of the staff hold appropriate early years qualifications. The setting receives support from the local authority and has links with Sure Start.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage (EYFS) engage in a stimulating range of experiences at Young Rascals Day Nursery. A generally safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. There are excellent relationships between staff, parents and carers and the welfare of the children is promoted to a high standard. Staff plan creatively to develop worthwhile educational opportunities within the EYFS, although outdoor play is not accessed regularly by younger children. An effective evaluation of the welfare requirements and how they are met is clearly documented, with some minor documentation changes required.

What steps need to be taken to improve provision further?

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

- ensure staff consistently complete the comprehensive risk assessments and checklists, to ensure the safety of the children with specific regard to electrical equipment and radiators throughout the premises
- increase knowledge of the details of the specific legal requirements in the EYFS Framework and include relevant detail in the records, policies and procedures which are made available to parents and assist in safeguarding the children
- adapt the planning to ensure outdoor play, or access by the younger children to fresh air is regularly included, document details are consistent and appropriate information is shared with parents and other EYFS settings the

children attend.

The leadership and management of the early years provision

The commitment of the owner/manager to address recommendations and continually move forward and meet changes in legislation to safeguard and promote children's welfare is commendable. Action plans following the previous inspection and self-evaluation clearly identifies tasks for continuous improvement. The recommendations were mostly met within two weeks with increased resources and plans adapted to reflect children's developmental needs. However, updates in policies do not include all significant events which are to be notified to Ofsted, and the detail in children's accident or medication records is not always sufficient to assist in fully safeguarding children. The support to staff via appraisals and the promotion of attending ongoing training or receiving information at regular meetings ensures good knowledge of the EYFS and an enthusiasm throughout the premises to implement this effectively. Risk assessments are generally effective with cross-reference charts. However, a three pin plug not stored in a socket and the heat from the radiators is potentially hazardous to the children. The environment is decorated with a wide variety of children's craft work, including a range of mobiles and draped fabric, which make the playrooms very welcoming. Resources in low-level storage units ensure children can freely access them which leads to greater independence and making choices.

Comprehensive and purposeful induction for new staff ensures children's well-being. Excellent hygiene practices are meticulously followed to prevent the risk of infection. All linen and flannels are only used once then washed again. Inclusion of children with a range of individual needs are exceptionally well met, especially with regard to languages used and dietary needs, and settling-in sessions ensure each child integrates at their own unique pace. Copies of the policies and procedures are available to parents and through consistent discussions and sharing of written information there have been no complaints and an extremely effective partnership is formed. Parents and carers are encouraged to share what they know about their child and welcome the sharing of development records and doing observations at home to assist staff plan the next steps. The setting has not developed effective liaison with other providers delivering the EYFS as only verbal information is shared. Staff are appropriately qualified and are effectively and efficiently deployed. Supernumerary staff are available to ensure ratios are maintained in the event of any absences and children know all persons who care for them.

The quality and standards of the early years provision

A key person for each child develops sound knowledge of their care and learning needs and they record all information to assist other staff to promote the next steps in the event of their absence. Observation and assessment are effectively used to ensure that children achieve in relation to the initial information provided by parents, and ongoing progression and capabilities. Outdoor play is accessed in all types of weather by the older children, but the younger children are taken out only if the weather is fine, which does not meet their need to access fresh air each

day. The extent to which there is planned, purposeful play and exploration indoors, with a balance of adult-led and child-led activities is worthwhile. However, some information which is given to parents is inconsistent with regard to the terminology used in the EYFS.

Children develop a positive awareness of themselves and their needs through the good role models of staff who consistently use praise and encouragement. The children are aware of how to behave and share and are eager to learn in stimulating surroundings. Children make decisions about drinks and meals and older children competently serve their own food such as roast ham, mashed potatoes, french beans and brussel sprouts for lunch. Progress is developing in sound, letter and sign language and older children can write their name with good skills as they mark-make. For example when playing outdoors they use the wall-mounted white board to write on. Staff are aware to ensure children make progress for their future, especially in communicating. Staff ask open-ended questions and older children are confident and eager to share their knowledge or ask questions to extend it. Older children go to the library and choose their own books or join in story-time. Children are supported to develop problem solving and other numeracy skills especially during baking activities and use words spontaneously when discussing the size and shape of items. Children use scissors and other tools, such as knives to spread butter on bread at tea-time, with dexterity. They develop a sense of caring for others and creatures from the natural world as they visit the pet shop or creatures are brought into the setting for children to handle. Children inform visitors about their life outside of the setting. They are eager to follow the computer programmes and also use a wide range of battery operated toys, including mobile phones purchased following the previous inspection. Children are encouraged to be active and healthy and spontaneously climb and slide on the frame outdoors or pedal wheeled toys skilfully to keep warm on dull days. Adults teach children to behave in ways that are safe for themselves and others, especially when negotiating the staircase to go outdoors. Children use a wide variety of textures to create pictures during an exciting range of craft activities. They happily engage in role play and invite adults present to join in. Outings, celebrations and festivals are carefully planned to enhance children's awareness of the wider world and pre-school children have 'pen-pals' in mid-European countries and enthusiastically join in French lessons each Wednesday afternoon.

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?	3

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?	3
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

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.