

# Little Rascals Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	318118
<b>Inspection date</b>	16/02/2010
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<b>Setting address</b>	5 St. Nicholas Close, Edenthorpe, Doncaster, South Yorkshire, DN3 2QD
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## Description of the setting

Little Rascals Day Nursery was registered in 1998. The nursery is privately owned and managed by two individuals. The setting is located at Edenthorpe in Doncaster and operates from a two-storey building. Children have access to five playrooms. Toilet, kitchen and secure outdoor play facilities are also available. The premises are accessible via a level area to the main entrance. Some doors have disabled access.

The setting also provides before and after school care and a holiday play scheme for school age children up to the age of twelve years old. Staff take children to and from local schools and nurseries. Children are escorted to the facility on foot or by car.

The setting is open Monday to Friday from 8am to 6pm all year round, with the exception of public holidays and Christmas week. The setting is registered to care for a maximum of 55 children from birth to eight years old at any one time. There are currently 117 children on roll, 83 of whom are in the early years age group. Children attend a variety of sessions each week.

The setting is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The setting receives funding for the provision of free early education sessions for children aged three and four years old. The setting supports children with special educational needs and/or disabilities.

There are thirteen members of staff, ten of whom are full time and three of whom are part time. All members of staff have a relevant qualification in childcare. The setting has links with the local authority and receives support from a consultant teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a secure, welcoming and fully inclusive environment where children are fully supported and are making very good progress in all areas of their learning and development. Staff recognise the uniqueness of each child and effectively meet their needs. They demonstrate a good understanding of their own strengths and areas for development, which effectively contributes to the ongoing improvement of the service. All recommendations raised at the last inspection have been successfully addressed, and staff continually look for ways to enhance the provision. However, the fire door in the kitchen does not fully self-close, and risk assessments for each type of outing do not include all of the relevant information and detail.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the self-closing mechanism on the fire door leading to the kitchen is in good working order (Suitable premises, environment and equipment). 04/03/2010

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

- review and extend risk assessments for each type of outing (Safeguarding and promoting welfare).

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

Staff have a very good knowledge and understanding of issues around child protection, which means that children are effectively safeguarded. They know the signs and symptoms to look out for and the procedure to follow in the event of having concerns about children in their care. Staff are vigilant regarding children's overall safety and take all reasonable steps to identify and minimise potential hazards. However, the self-closing mechanism on the fire door leading to the kitchen does not work effectively, and risk assessments for outings do not always clearly identify the risks involved in getting to and from various places.

Staff are deployed appropriately to ensure that children are fully supervised at all times. Supernumerary members of staff are used well so that adult to child ratios are maintained throughout the day. Staff teach children to learn to keep themselves safe, as they discuss safety issues and consolidate children's learning via games and activities. Staff actively encourage children to develop safe levels of independence in their everyday play and routines. For example, when children fit the balancing beams together, staff support and guide them to ensure their safety while allowing them to develop their own exploration and problem solving skills.

Policies and procedures that underpin important elements of the childcare service are implemented very well and shared with parents, which contributes to parents being kept up-to-date and involved. There is a strong commitment to working in partnership with parents and other professionals. The setting establishes extremely positive relationships with parents and other settings providing the Early Years Foundation Stage framework. This means there is continuity of care and experiences for the children, and parents are fully informed and involved. Staff also ensure that they are well informed regarding children's home experiences. Emphasis is placed on learning about each child's background and starting points as they settle into the nursery.

The setting has effective systems in place for self-evaluation. Supportive leadership and management enables staff to reflect on and review the quality of the childcare practice. The nursery is a very happy place, where all children and their families are welcome and staff work well together to improve and enhance children's play

and learning experiences. They are constantly identifying ways to move forward and build upon the existing high levels of care and learning offered to the children.

## **The quality and standards of the early years provision and outcomes for children**

Resources are easily accessible and well-labelled in the print-rich environment. There are clear planning systems in place that are linked to the six areas of learning, and children's next steps are fully documented in their development records by their key worker. Children develop skills in problem solving and numeracy through everyday activities, helping them to learn basic math skills. For example, when putting coats and gloves on, staff encourage children to count the fingers in the gloves, the buttons on the coat and how to put these on correctly.

Children are interested, motivated and stimulated by a wide range of age and ability appropriate activities and can make choices about their play. They are confident communicators, work well with their peers and are encouraged by the staff to respect and value each other's similarities and differences. For example, as part of planning, activities focus on various cultures. The setting involves parents by asking them for key words in their home language to be displayed around the nursery. This effectively contributes to showing children that their home language is valued.

Planned, purposeful play and exploration, both inside and outdoors, with a good balance between adult-led and child-initiated activities, encourages children to develop their natural curiosity as learners. Children's creativity is positively fostered as mark-making materials are readily available, and children can use their imaginations in role play as they act out parts in well-known stories. Looking at books is part of the everyday curriculum. Children have opportunities to read to each other and participate in group time where fun activities help them to learn about numbers, colours and shapes.

Children show that they feel safe, as they confidently use all available areas and are able to share any concerns with their key worker. They interact positively with the staff and each other, and are beginning to take responsibility for their own behaviour as they recognise how their actions affect others. Staff act as positive role models and use appropriate behaviour management techniques. Their effective use of praise and encouragement means that children learn right from wrong in a caring and supportive environment.

The setting promotes healthy eating very well. Children learn about foods that are good for them, which effectively contributes towards their learning to make healthy food choices and to develop healthy lifestyles. Mealtimes are social occasions and staff sit with the children, encouraging lots of happy chatter. In addition, children are encouraged to develop independent skills, as they wash their hands before eating and use cutlery that is appropriate to their age and stage of development.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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