

Little Rascals

Inspection report for early years provision

Unique reference number EY396254
Inspection date 18/01/2010
Inspector Samantha Powis

Setting address St Nicholas, 30 Wareham Road, Corfe Mullen, Dorset, BH21
3LE

Telephone number 07772179031/ 07870167769

Email claire@brightsparksdn.co.uk

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Rascals nursery registered in 2009. It is a privately run baby nursery located in a separate building at the rear of St Nicholas Church, in Corfe Mullen, Dorset. Accommodation includes a large play room and separate sleep room, with toilet facilities easily accessible off the main room. Children have access to an enclosed outdoor play area adjacent to the building, plus the grassed area by the church. The nursery is registered on the Early Years Register to care for a maximum of 17 children under the age of two years. There are currently 15 children on roll attending on a part-time basis. There are four staff including the manager who work directly with the children. The manager holds an early years degree and staff hold level either level 2 or level 3 qualifications in childcare and are experienced with babies.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled at the nursery due to the caring approach of staff who understand and respect their individual routines. Children benefit from being able to access an interesting range of age appropriate toys and activities which encourage them to investigate and explore. Overall, staff have an adequate understanding of children's needs to support them appropriately and promote their learning and development satisfactorily. The nursery team are still developing an awareness of their individual roles and responsibilities and further systems are being established to enable them to make improvements in future.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 01/02/2010

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

- ensure detailed written information is obtained for all children, and is regularly updated, to enable staff to fully meet their individual needs
- ensure records confirming staff suitability are easily accessible on the premises at all times
- continue to develop the systems for monitoring and assessing children's progress to help support them in taking the next step in their learning and development
- implement effective systems to monitor and evaluate the setting's strengths and areas for development to improve outcomes for children, including

- developing the effectiveness of risk assessments
- review the procedure for recording children's attendance to ensure it includes their full names.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of how to recognise signs and symptoms of abuse and the procedures to follow with any concerns. Staff have attended child protection training and they are all made aware of the settings policy on safeguarding. This helps to protect children from harm. Checks are completed on all staff to establish their suitability. However, these are not always easily accessible on the premises. Children remain well supervised at all times. Staff are aware of safety, but do not always make effective use of the risk assessment procedures to ensure action is taken to prevent or eliminate possible hazards. For example, although staff are aware that the main door is a little difficult to shut sometimes, they have not set up a procedure to ensure it is always secure throughout the day to keep children safe. Overall, documentation is used effectively to support children's ongoing welfare. The daily register of attendance clearly records accurate times, however, details of children's surnames is not always included. Personal information and written consents have been obtained for most children, however, this is not the case for some children who attend for short periods. Also, staff have not gained written permission for seeking emergency medical attention or advice for all children, which may delay them receiving attention should an incident occur. This is also a breach in requirements.

Daily routines meet children's individual needs. Staff are aware of the need to adapt activities and events to ensure these young children are settled and secure. For example, children are offered food, drinks and rest at a time which suits them and not just because it is the organised time. Staff spend their time supporting the children as they play, however, the nursery is not always set up well, or at a comfortable temperature when children arrive, to ensure their all round needs are met right from the start of the session. Children benefit from having opportunities to play both indoors and out and enjoy the interesting range of activities provided for them. Play equipment is set out for them to access freely which helps to make the room look welcoming to the children. A good range of commercially produced resources are available, however, there are few opportunities for children to use natural materials and resources to help them make sense of the world around them.

Suitably qualified and experienced staff are employed to work with the children. They receive an induction when they first start at the nursery which includes all policies and procedures. They are encouraged to attend workshops and further training to update and increase their own knowledge and skills. The staff team have had several recent changes, which has led to a lack of clarity over roles and responsibilities. They have not yet established a fully effective system of self-evaluation to help them take positive steps to make improvements.

Effective working relationships are established with parents and carers. They

receive sufficient information about the nursery through the prospectus, written policies and the regular newsletters they receive. Staff are always available at the beginning and end of the day to share information with parents and written records ensure they are aware of events during children's time spent at the nursery. However, systems are not always effective in ensuring parents are forthcoming with important information, or updating written records, to help staff better meet children's needs throughout the day. Although parents are informed of the records kept, they are not always included in planning the next steps for their child regarding their learning and development. Staff work with other agencies in partnership with parents to support children with additional needs.

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

Children are settled at the nursery and settle to a range of age appropriate activities. They interact well with the adults around them, keen to seek their attention and support as they play. They benefit from having space both indoors and out to play, relax and explore. Activities are based on the staffs' understanding of children's interests and preferences, which ensures they are keen to participate. Children receive lots of cuddles and support from staff, helping them to feel settled and secure.

Children develop a sense of belonging. They use their own placemats, which includes their photograph and name and see photographs of themselves and their friends on display. Staff respect children's individual routines and preferences, which helps them to feel valued and included. Their natural curiosity is encouraged as they play with materials such as 'gloop'. They move excitedly towards the table as staff ask them if they want to do 'mix mix'. They move the dry and wet ingredients together with their hands and are fascinated by the end result as it drips off of their fingers. Children are encouraged to take pleasure from books and stories. They enjoy looking at a board books, which include pictures of their favourite characters. They sometimes point to the text and the pictures, showing their increasing understanding. Children use the large soft play equipment to climb, crawl and roll about, building an awareness of their own capabilities and developing strength, control and balance as they play.

Children learn positive procedures regarding hygiene. They are supported in washing their hands before they eat and nappy changing routines are adapted to meet their individual needs. They enjoy healthy snacks of fruit, toast and fruit bread and are provided with drinks throughout the day. Parents supply meals for their own children, which are heated to a safe temperature by staff. Children learn to play alongside others. Staff remind them of simple age appropriate boundaries and expectations which encourages them to learn right from wrong and helps to keep them safe.

Staff are developing a system monitor children's progress and plan for their development. They make observations on the children as they play and are beginning to use this information to help them plan. As yet, records do not allow

staff to monitor the progress each child has made or to ensure they are accessing activities which encourage their development in all areas of learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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

