

Rascals Day Nursery

Inspection report for early years provision

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Inspector

Lisa Paisley

Setting address

The Old School, 400 Little Wakering Road, Barling,
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Type of setting

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

Rascals Day Nursery opened in 2010. The setting operates from an old school house. It is situated within walking distance of schools and shops in Barling, Essex. All children share access to an outdoor play area. A maximum of 59 children may attend nursery at any one time and a maximum of 26 children may attend the after school club at any one time. The nursery opens five days a week throughout the year excluding all Bank holidays. The nursery is open from 7am to 7pm.

There are currently 83 children aged from nought to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full day, pre-school sessions or out of school care. The nursery serves the local community and wider areas.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 20 staff, of whom 11 of the staff, including the managers hold appropriate early years qualifications. There are six staff members currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress as staff have a good understanding of the Early Years Foundation Stage and early child development. There is a positive emphasis on children's personal, social and emotional development and language and communication skills as a result children are secure and confident. The provision is an inclusive environment where all children are valued and make a positive contribution. Partnerships with parents are good as staff ensure all parents are fully informed about the nursery. Self-evaluation has not yet been fully developed to ensure continuous improvements are fully embedded and sustained.

What steps need to be taken to improve provision further?

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

- develop further planning and assessment arrangements to ensure that they are linked and fully embedded within the provision
- develop self-evaluation systems to promote continuous improvements.

The effectiveness of leadership and management of the early years provision

All required documentation, such as, written parental consents, medication records and children's individual details are in place and are effectively maintained. Policy and procedures have recently been implemented by the staff team to ensure good practise is in place. Effective recruitment, vetting and induction procedures are in place to ensure all those working at the nursery are suitable to do so. Children are effectively safeguarded as all staff know the procedures to follow in the event of a child protection concern. It is a mandatory requirement for staff to attend safeguarding training and there is a named safeguarding officer for the nursery, further protecting children. Risk assessments are comprehensive and are effectively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the nursery. Good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

Daily routines including the organisation of resources and staffing ratios ensure that children are well cared for and continuity of care is promoted. There are good systems in place for the transitions in the day, such as, mealtimes and sleeping arrangements this ensures that all children across the age range are settled, calm and effectively looked after. The nursery is an inclusive environment as reasonable adjustments are made to support children with any additional requirements. The staff team work well together as there is good communication and commitment towards providing good early years care and play experiences. This is further supported through the management team, through regular appraisals, team meetings and continued professional development. Since registration the nursery has implemented new policies and procedures, reviewed assessment and planning arrangements, developed the garden area and refurbished the baby room. Future plans include refurbishing the whole interior of the nursery and continue to develop good working practices, however, self-evaluation has not yet been fully developed to ensure continuous improvements are sustained.

Partnership work with both parents and other agencies is good. The managers and staff work hard in supporting families during the period of transition regarding the new ownership of the nursery. Staff ensured that there were regular parent evening and individual meetings for parents when requested. There is good verbal and written communications between parents and staff, as staff are attentive to listening to parent's requests and concerns. Parent's complementary comments include children being happy, safe and well looked after and the staff being professional, flexible and caring in their role. Regular newsletters, notice boards, the open door policy and ongoing verbal discussions ensure that communication is clear and consistent. Good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observations and assessment arrangements have recently been implemented within the nursery helping staff to plan for children's individual needs, interests and overall development. However, planning and assessment arrangements are in the early stages of implementation and observation and assessments are not yet fully linked to activity plans to ensure that activity plans are closely tailored towards children's individual needs and interests. Children's individual profiles provide a good textual narrative of children's developmental progress, however, this has yet to be linked with a developmental framework to show children's progress across the six areas of learning. Overall, children are making good progress towards the early learning goals given their capabilities and starting points. There is a good range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned celebrations, these include Chinese New Year, Rosh Hannah, The World Cup and Christmas.

Children are happy and settled in the nursery as they are provided with a good balance of child-spontaneous play and adult-initiated activities which successfully capture children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment and they enjoy participating in new play experiences. Staff develop close affectionate relationships with the children as they take time to get to know them all and they are purposeful and attentive in their interactions with them. Consequently, staff have a very good understanding of children's individual needs and personalities. Staff who care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, for example, nappy changing, mealtimes and sleeping arrangements.

Children are inquisitive and independent learners as staff promote children's competences through daily routines and play experiences, as a result children's self-help skills are good. All children are making good progress in their language and communication skills as the staff successfully create a language rich environment that encourages children's self-expression and imaginations. The good selection of story and information books offers both instruction and delight for all children, they particularly enjoy listening to 'Grufflo's Child and 'Dinosaurs in Underpants'. Children enjoy singing nursery rhymes and Christmas songs, for example, 'Twinkle Little Star' and 'Christmas Pudding'. Older children attending the after-school and holiday provision enjoy their time at the setting as they are able to self-select activities. During the school holidays children help with the planning of activities and use their own ideas including a talent show.

Children's behaviour is good as staff successfully create an environment that values positive behaviour. They form close friendships with their peers and they are cooperative with their friends as they share and take-turns in their play. Positive contribution is promoted as staff effectively praise and encourage children throughout the day and older children and staff are positive role models. Children enjoy exploring a range of creative activities, this includes foot painting, sand and

water and role play. The garden area offers an enjoyable play space for children; they confidently ride tri-cycles, climb the climbing frame and participate in ball games. Children also have opportunities to explore and learn about the natural world as they grow fruit and vegetables during the summer months and explore the garden during the winter months, they particularly enjoyed playing in the snow. Children also have trips to Barling Creek where local fishermen show the children starfish that have been caught. There are also visits to the duck pond and the sea wall further developing children's appreciation of the local wild life and the natural world.

Children's health and safety is promoted well by the staff as they ensure that they know about their own personal hygiene, through daily routines and play experiences for example, stories such as 'What Do I Look Like'. Staff ensure children wear appropriate clothing when playing outside and that they have regular fresh air even during the winter months. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. Good nappy changing procedures and the regular disinfecting of surfaces further minimises cross-infection. Meals and snacks are healthy and nutritious as the cook prepares the food on site and good systems are in place to support children with dietary needs; this includes obtaining all the information and writing detailed care plans. Children have access to fresh drinking water to ensure that they remain hydrated at all times. Overall, their health and well-being is effectively promoted.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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