

# Little Rascals Day Nursery (Station Rd)

Inspection report for early years provision

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**Unique reference number** 319382  
**Inspection date** 14/12/2010  
**Inspector** Lindsay Dobson

**Setting address** Station Road, Wellgarth, Crossgates,, Leeds, West  
Yorkshire, LS15 7JY

**Telephone number** 0113 2873 888

**Email**

**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*.

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## Description of the setting

Little Rascals Day Nursery opened in March 1997. It is one of a group of two privately owned nurseries. It operates from a converted school building, located in Crossgates, near Leeds. The nursery is registered on the Early Years Register to care for a maximum of 60 children at any one time. The nursery serves families from the local area and wider community and is open each weekday from 7.30am to 6pm throughout the year. There is a fully enclosed area for outside play. There are currently 80 children in the early years age range on roll, who attend for a variety of sessions. The nursery supports children with learning difficulties and disabilities. A total of 25 staff work with the children, this includes two joint managers. The majority of staff hold recognised childcare qualifications and the remainder are working toward a qualification. The nursery also employs two catering and two domestic staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and caring environment where cleanliness is good and where children make good progress in their learning through play. Children take part in a good range of activities, diversity and inclusion is promoted and staff ensure there are regular opportunities for outdoor play. Strong leadership and management helps build effective team working. The management team are the driving force behind the effective self-evaluation showing a strong commitment to continuous improvement. Partnerships with parents are strong and they receive good information about their child's care. However, partnerships with other providers of the Early Years Foundation Stage are not fully established. Policies and procedures are well thought through and staff implement them effectively to maintain good standards. Robust risk assessments are in place to reduce hazards and maintain children's well-being.

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

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

- develop observation and assessment systems to identify next steps in learning and plan for children's individual needs
- establish links with other settings providing for children in the Early Years Foundation Stage in order to share information about children's progress and complement learning.

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

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed policy and designated staff members to take the lead if concerns about children's safety arise. Some staff have attended safeguarding training. They have used this updated knowledge to share the information with the rest of the staff team in meetings. This ensures everyone is secure in their understanding. All staff are fully checked with the Criminal Records Bureau to ensure they are suitable to work with children. They learn about the internal procedures of the setting routinely as part of their induction and act accordingly to keep children safe. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in each playroom daily by the staff and any safety issues are passed to the manager who acts efficiently to address these. Full assessments of the setting are also carried out at regular intervals throughout the year, ensuring all areas, equipment and resources are safe. Children are learning to keep themselves safe through regularly practising the emergency evacuation drill and the gentle reminders from staff to walk inside and tidy away the toys.

Monthly supervisions and annual appraisals assess the staff's ongoing development and identify training needs. Newly developed systems to provide better opportunities for training ensure staff develop new skills, as well as, keeping up to date with changes. Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the nursery, which are well organised to allow children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of difference and diversity, so that children start to develop a positive self-image and awareness of the wider world.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet individual needs. Parents are welcomed into the nursery to share their skills and knowledge to support children's learning and are encouraged to be involved in the assessment of their child's progress. Although, the setting has established links with other providers to support children in their transition to a new setting, working partnerships for children who attend more than one setting in the Early Years Foundation Stage are not yet effectively established to ensure continuity in care and learning. Systems to self-evaluate the provision are developing well. Completion of the online self-evaluation form is ongoing and it identifies the setting's plans for future development. The two managers are enthusiastic and committed to continuous improvement. They have encouraged parents and staff to contribute to the self-evaluation process. Recommendations from the last inspection have been addressed which has improved the outcomes for children.

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

Across all age groups babies and children are happy and enjoy accessing the child-centred environment, emphasis is on child-led activities with colourful age-appropriate toys, resources and play areas laid out for them. Children are able to make good choices in their play, promoting all areas of learning and explore and learn independently according to their individual interests. Staff are on hand to support and encourage learning during play. They interact well with children building on what they know and can do. Overall, children are well motivated and demonstrate they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring their enabling environment as they roll the soft balls to each other and select musical instruments and sit with the staff hitting the keys on the xylophone and shaking the rattles. Each child's development is observed, assessed and recorded in a learning journey profile. Observations are supported by photographs and are linked to the areas of learning. However, staff are not identifying children's next steps to enable them to effectively plan for individual children.

Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned painting activities, play dough, singing and action rhymes and playing musical instruments. Children develop their knowledge of recycling as they make models using empty packages, wool and material. Staff have further involved children in recycling by encouraging them to bring in their old toys, games and clothes for charity. Communication, language and literacy are fostered throughout the nursery. Each age group has free access to a good range of books in a quiet comfortable area which encourages children to look at and enjoy them. Children regularly enjoy books alone or with staff who sit and read to them in small and large groups. Children's vocabulary is developing well. Staff engage children in conversations, listen to them and respond appropriately, encouraging them to think for themselves. Currently children are very involved with Christmas activities and are learning narratives and songs for their Christmas concert and preparing for their Christmas party.

Children are interested and enthusiastic to learn. Their knowledge of the world around them is effectively promoted through a sound range of resources, celebrating festivals and engaging in discussions. More able children talk about the nativity scene they have set up in the nursery. All children have opportunities to learn about information technology. Younger children play with musical toys and learn about cause and effect as they push the buttons and see the figures pop up. More able children are developing their skills on the computer as they confidently use the keyboard and mouse. They are also beginning to understand how to use the internet and do this on the smart board supported by staff.

Children are provided with daily access to the outdoor play area. They enjoy this area in all weathers, as they splash in the puddles or climb and balance on the larger equipment. The outdoor area has recently undergone some extensive landscaping and now provides the children with a planting and growing area and fixed shade for children in the warmer weather. Children learn about road safety

as they carefully move around the roadway and take care not to bump into their friends. Physical activity is part of the setting's policy to promote a healthy lifestyle with children. They are provided with healthy snacks and meals and learn positive routines of hygiene through regular hand washing and use of anti-bacterial gel. Children's behaviour is good and staff act as positive role models offering consistent praise and support, which raises their self-esteem. More able children begin to understand the consequences of their actions and younger children are rewarded with stickers and certificates of achievement for their positive behaviour. All children are encouraged and reminded to use good manners as they speak to each other and the staff. Very young children are appropriately nurtured, cuddled and praised for their achievement which promotes their sense of well-being.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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