

Little Rascals Day Nursery (Barwick Rd)

Inspection report for early years provision

Unique reference number	319370
Inspection date	10/11/2008
Inspector	Jane Hughes
Setting address	Barwick Road, Crossgates, Leeds, West Yorkshire, LS15 8RQ
Telephone number	0113 232 6858
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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 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

Little Rascals Day Nursery (Barwick Road) is one of a chain of privately owned nurseries. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opened in 1994 and operates from four rooms in a converted school building. It is situated in a suburb known as Seacroft, in Leeds, West Yorkshire. A maximum of 92 children under the age of eight years may attend the nursery at any one time. Of these, no more than 60 may be under five years and of those, no more than 26 may be under two years old at any one time. The nursery is open each week day from 08.00 to 18.00 for 52 weeks of the year. The children share access to a secure enclosed outdoor area. The setting also runs a before and after school club based in the adjacent primary school.

There are currently 129 children aged from six months to 10 years on roll. Of these 35 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 24 staff; 20 of the staff, including the manager, hold appropriate early years qualifications, 11 staff are working towards further qualifications and four others are working towards initial qualifications.

Overall effectiveness of the early years provision

The nursery provides well for the individual needs of children in the Early Years Foundation Stage (EYFS), because practitioners are familiar with children's interests and backgrounds. The safe, welcoming environment and warm relationships with staff help children to associate learning with play and security and they flourish here. Practitioners observe and assess children's learning effectively but their planning of activities does not identify the expected outcomes for children. The quality of learning children experience outdoors and at the after school club, does not match that found within the nursery rooms. Parents are recognised as important partners in children's care and learning and there is a strong partnership between home and the setting. There is effective liaison with other settings, although the after school club does not record or regularly share information about children's learning and development with other providers. Leadership and management are robust, with a clear knowledge of the setting's performance and a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- refine planning procedures in the nursery and after school club to identify the expected outcomes for activities in each area of learning
- improve the quality of learning experiences for children outdoors and at the after school club to reflect the good nursery provision inside

- develop the overall provision in the after school club to match the quality found elsewhere in the nursery, and ensure the regular sharing of information with other settings.

The leadership and management of the early years provision

The leadership and management provide good direction. Managers of the chain of nurseries to which this one belongs visit each setting at regular intervals, give feedback and share good practice. This helps the leadership here to have a good view of its practice and outcomes and to have a clear understanding of what the setting does well and where it could do better. Participation in the Leeds Quality Assurance scheme also helps to establish accurate self-evaluation. The setting has generally addressed previous improvement issues well and shows good capacity for continuous improvement. Improvements to the after school provision are constrained by the size of the available accommodation. Staff are encouraged to pursue training opportunities to improve their qualifications and this helps to broaden their expertise. There are secure safeguarding policies and procedures in place and staff follow these well. Appropriate employment and vetting procedures confirm adults' suitability for their role in the nursery and after school club.

Parents are highly complimentary about the provision and confirm that the setting takes good care of their children. Adults greet parents warmly and compile a useful initial profile of children's likes, dislikes and what they can do. This establishes a good basis for future assessments and learning. There is a large quantity of information on parent notice boards in each room and also in the entrance hall. This helps parents to be familiar with routines and menus as well as what children are learning and how they can help them at home.

The setting establishes good links with the primary schools to which children transfer. Staff come over to the nursery to work and play with children before they move on. Practitioners discuss the needs of individual children with other settings so that the change to primary school is as smooth as possible. The one exception to this is the after school club where only limited information passes between settings, usually limited to behavioural or welfare concerns.

The quality and standards of the early years provision

A jolly atmosphere permeates all four nursery rooms. Children separate from their parents and carers happily and settle in each morning to a welcoming breakfast. Children are keen to look after themselves. For example, they choose a clean flannel and wipe their hands and faces after breakfast. Babies enjoy eye-catching toys and blossom in the close company of attentive practitioners who know their individual needs well as a result of the close partnership the setting has with parents and carers. Older children enjoy looking at books with adults and can answer questions, for example, about the size and colours of different vegetables. Children follow the good example set by all practitioners who are fair and consistent in their expectations. Children are kind to each other, share well and take turns, all important characteristics for their future success. There is a strong

focus on safe and healthy living. Practitioners develop this awareness in children as does the cook who prepares nutritious meals and snacks for them, in consultation with parents' requests.

Practitioners make regular observations of what children know, understand and can do. They relate these to the themes and principles of the EYFS. Key workers compile detailed progress files for each child. These contain useful guidance for parents about the expectations for children this age as well as a clear picture of the progress children are making. Careful arrangements are in place to ensure children transfer seamlessly from one room to the next as they mature, until they eventually move on to primary school. Even so, current planning does not identify what children should know and be able to do by the end of an activity.

Children access the secure outdoor area daily and enjoy using the climbing frame, slide and wheeled toys. However, the overall quality of provision outdoors and at the more informal after school club does not reflect the high quality of the nursery provision inside because too few activities are on offer across all the areas of learning. As a result, children do not engage well enough in their learning at these times as they do not use the time constructively to consolidate and develop their skills.

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?	2

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?	2
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

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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