

# Rascals Pre-school Nursery

Inspection report for early years provision

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**Unique reference number**

EY274993

**Inspection date**

15/11/2011

**Inspector**

Andrea Paulson

**Setting address**

Community Centre, Caldbeck Road, WHITEHAVEN,  
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**Type of setting**

Childcare - Non-Domestic

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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**

Rascals Pre-School Nursery was registered in 1994 and is managed by a voluntary committee. It operates within the community centre, located between two residential estates on the outskirts of Whitehaven. The setting serves the local area, is easily accessible to all children and includes a fully enclosed area for outdoor play.

The setting opens Monday to Friday during school term times, from 8.45am until 11.45am and 12.30pm until 3.30pm, with children attending for a variety of sessions. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 may attend at any one time. There are currently 62 children attending who are all within the early years age range, 35 of whom receive funding for early years education. The setting supports children with special educational needs and/or disabilities.

There are eight members of child care staff employed, seven of whom hold appropriate early years qualifications to level 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in this inclusive and welcoming setting where effective staff interaction ensures that individual needs are met well. The significantly enhanced environment provides interesting and challenging learning experiences to support their development. Children's health and safety are ensured through mostly consistent practices. The generally strong partnerships with schools, parents and carers, contribute significantly to the continuity of children's care and learning. Comprehensive policies and procedures are regularly reviewed to further support children's welfare. Self-evaluation systems are used well to identify areas for development, demonstrating 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:

- develop systems further to ensure the provision delivered is complementary to the education and care provided in all other settings to further ensure effective continuity and progression for each child
- establish more consistent routines that enable children to look after themselves, with specific regard to making hygienic hand drying more easily accessible to children.

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

Children are safeguarded well because of strong leadership, knowledgeable staff and consistent implementation of policies and procedures to keep children safe. Robust recruitment procedures ensure that all staff are checked for their suitability. Staff are fully aware of effective procedures to protect children. For example, the handover of children to parents and carers is particularly secure. The well qualified and experienced staff group works well in caring for each child and protecting them. Risk assessments and daily checklists identify and resolve hazards to keep children and adults safe.

The continuing professional development of staff means that children benefit from their increased knowledge and skills. Significant developments include the creation of an outdoor play area, the refinement of systems to record learning and development and successful fund-raising, to acquire new furniture. Self-evaluation includes input from staff and takes account of the views of parents, carers and children. In this way, areas for improvement are identified and implemented to further enhance the quality of the provision.

The deployment of resources is exceptionally high with the rich, varied and imaginative learning experiences set out so that children have lots of choice and freedom of movement. The staff ratio is high, with enthusiastic staff working extremely effectively to ensure children are closely supervised wherever they wish to play. The skilled and conscientious staff work hard to maintain a highly welcoming, bright and colourful environment. The innovative range of activities maintains children's interest so that they are fully engrossed and actively participate in this well-organised, continuous provision. The key-person system is well-established and ensures that each child's unique qualities and differences are valued, with staff providing sensitive and flexible individual support. Staff promote and support equality and diversity well to help children understand the society in which they live.

The happy and friendly environment includes a familiar routine so that children settle well. Staff understand the advantages of liaising with other professionals to meet children's individual needs. The setting is pro-active in establishing partnerships with others involved in the children's care and learning. The level of communication is generally strong, although, less effective with some, in ensuring the same level of continuity of care and learning for each child. The partnership with parents and carers is strong and well-established. Children's progress in learning is shared through their child's progress file and verbal communication. Parents are involved when children take activities home, for example, sticking with autumn leaves. Parental feedback is highly positive with comments about the interesting activities, how much the children enjoy themselves and how they hold the staff in high regard. In addition, they also acknowledge the hard work of the staff and the flexible, individual care provided.

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

Children's learning and development are promoted well through clear planning which ensures good progress for each child. Observations are used well to plan the next steps of children's development and effective monitoring ensures an equal balance across all the areas of learning. Their starting points are established when sharing information with parents and carers, which then informs individual planning. Children are motivated and interested in the stimulating, challenging learning experiences provided so that they enjoy and achieve well.

Children's personal, social and emotional development is fostered well. They enjoy confident interaction with other children and adults, developing positive relationships and social skills. Children feel valued and grow in self-esteem when their work is displayed. They learn to communicate with confidence through much conversation, which is encouraged by staff. Their listening skills are promoted as they become engrossed in a story and learn to listen well as they practise for the Christmas play. Children become familiar with simple words through, for instance, the labelling of play areas and seeing their names displayed. They link letters and sounds during action songs and learn new vocabulary as they wait for the 'amber' light in a road traffic activity.

Children develop numeracy and problem solving skills as they compare big and little outdoor jigsaw pieces and practise counting during fun activities, such as, jumping over numbered stepping stones. Their knowledge of the world increases through resourceful activities as they plant herbs, learn how to grow potatoes, learn what sinks and floats and help to create a wall display of our solar system. They become aware of their community and the wider world through outings and by celebrating festivals and birthdays. Links with their own community are strong, for example, tyres, crates, wooden planks and stepping stones are donated from the local community, so that children benefit from the enhanced resources. Children's creativity is promoted as they identify colours, shapes and textures using various materials. They explore sounds with a percussion frame of pots, dustbin lids and buckets.

Children have much freedom of movement indoors and outdoors so that they build physical skills and benefit from regular daylight and fresh air. They develop coordination and manipulation skills during active outdoor play and show increasing skill in the use of small tools. Children learn to keep themselves well as they put on coats to keep warm and mostly follow good hygiene routines. An exception to this is that paper towels for drying hands are not sufficiently accessible to fully encourage children to independently wash and dry their hands. They keep safe as they negotiate space when 'driving' ride-on toys during the road traffic activity. Children enjoy a variety of nutritious foods at snack time as they learn about healthy foods. They use computers and programmable toys with increasing skill.

Children are very well behaved with staff demonstrating good behaviour management techniques, such as, sitting quietly together on the carpet before

setting off to their choice of activity. They learn good social skills through sharing and develop a sense of responsibility when sorting and putting toys away. Children, therefore, grow in confidence, self-esteem and independence through the encouragement of warm, friendly staff in this welcoming setting, so promoting their skills for the future.

## 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	1
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

<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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