

Rascals

Inspection report for early years provision

Unique reference number EY271249
Inspection date 10/11/2011
Inspector Jennifer Beckles

Setting address Fairways Primary School, The Fairway, Leigh-on-Sea,
Essex, SS9 4QW

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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*.

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 and out of school club is run by an independent organisation. It opened in 2003 and expanded to offer full daycare in 2007. The provision operates from a self-contained building in a local primary school in Leigh-on-Sea, Essex. A maximum of 73 children may attend the nursery at any one time. It is open each weekday from 7am to 7pm all year round. All children share access to a secure enclosed outdoor play area.

A maximum of 73 children may attend the nursery at any one time. There are currently 80 children attending who are within the early years range. The nursery also offers care to children aged five years to eight years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Some children receive funding for nursery education. Currently, there are 91 children on roll at the out of school club. Children come from the local area.

The nursery employs 20 nursery staff, 18 of whom, including both managers, hold appropriate early years qualifications. The nursery receives support from the local authority and is a member of the National Day Nurseries Association and Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development because staff have excellent knowledge of the children and work effectively with parents, carers and others. This helps to ensure that children's individual needs are met. Children's learning is exceptionally well supported by the range of toys and resources available to them. In general, policies and procedures ensure the safe and efficient management of the Early Years Foundation Stage. The setting regularly evaluates the quality of its provision and has informed awareness of its strengths and weaknesses. It is committed to continually improving its provision for the future.

What steps need to be taken to improve provision further?

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

- improve partnership with other settings and professionals and with individuals and community groups to support children's development and progress
- improve risk assessments to cover everything with which a child comes into contact, with reference to the kitchen.

The effectiveness of leadership and management of the early years provision

Overall, children are kept safe because staff have a good understanding of the safeguarding procedures and there are designated child protection coordinators. Formal staff induction ensures that staff understand all policies and procedures. This means that they are aware of the appropriate course of action to follow in certain given events. All required records, policies and procedures and children's records are in place for the provision, including accident, medication and attendance records. All staff members are suitably vetted. Staff-to-child ratios are appropriate, which means that children are well supervised. Overall, risk assessments covering all areas of the setting, resources and equipment are regularly reviewed, which helps to ensure children's safety. However, the risk assessment does not sufficiently cover the possibility of children's access to the kitchen, which presents a risk. The children are well protected in the setting and when using the resources and equipment and on outings.

The environment is well organised and there are an excellent range of interesting activities and resources which children can choose from. The setting has informed awareness of its strengths and weaknesses. Regular self-evaluation, which includes input from staff, parents and children, generally reflects what the setting does well and what it needs to improve. For example, the setting plans to improve links with the local community to support children's learning. It has addressed previous actions and recommendations promptly and effectively. For instance, it has developed children's learning by providing parents with ideas for activities in the home. The setting offers caring support to children who have special educational needs and/or disabilities because they have individualised planning to manage learning and care. For example, the setting liaises with parents and the area special educational needs coordinator so that they can provide and adapt activities to meet the needs of individual children

Staff have effective working relationships with parents and carers. When parents first register, they provide details on their child's individual needs. This helps staff to get to know about the child and means that parents' wishes and children's individual needs are well met. Staff share information with parents on their child's well-being and progress mainly through learning journals. Additionally, they share information at parents evening and informally at collection time. Parents have an active role in their child's learning because they write comments on their child's skills and behaviour in their learning journals. This means that parents can become very purposefully involved in their child's learning and each child is well supported in making excellent progress towards the early learning goals. In addition, parents' views on the provision are sought through a yearly questionnaire, which means they can influence key priorities for development of the setting. Working relationships with the local schools and the area special educational needs coordinator are good and contribute well to supporting children's welfare and learning. However, there are no other links with the local community. This means that there are missed opportunities to support children's learning.

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

Children thoroughly enjoy being in this setting. They display high levels of confidence in exploring their environment which is underpinned by familiarity with well established routines and staff. This strong sense of security is fostered by the setting's 'trailing' system, which enables each child freedom and flexibility to settle as they move up through the group rooms. Children learn to support their own safety and show understanding of rules, such as no running indoors and to be kind to each other. Staff help children to keep themselves safe by, for instance, showing them how to use tools and equipment properly. Children's good health is promoted well by the setting. Children wash their hands before eating, after visiting the bathroom and when they have completed messy activities. Healthy, appetising and nutritious meals and snacks are offered to the children. In all types of weather, the children go outdoors to get fresh air and exercise where they participate in physical group games or use apparatus to develop an excellent range of skills, such as moving in different ways, spatial awareness and body coordination.

Staff use their knowledge of the Early Years Foundation Stage well to support children's learning. Children make very good progress towards the early learning goals because the setting utilises information from comprehensive informal observations and their detailed knowledge of the children to provide a wealth of superb activities. Babies practise their creative skills as they paint vibrant pictures on black paper using metallic paint. Language development is promoted through use of sacks containing stories and props to extend communication, language and literacy skills. Innovative role play develops this further as children dress up as different characters. Very well stocked book corners support early literacy skills as children turn the pages of their favourite story and talk about the pictures. Listening skills are supported through use of a range of musical instruments, which also aids creative and musical development. Personal and social development is promoted through a 'feelings tree' where children identify and communicate their moods and through group games and discussion at circle time. Number rhymes, board games, a range of construction sets and puzzles help to develop numeracy and problem solving skills. Children happily share resources and cooperate harmoniously with each other. They learn about the world around them and develop skills for the future as they confidently use child laptops and computers to access game software that supports different areas of learning very effectively. This is further supported through use of small world resources, such as dinosaurs and dolls' houses. Furthermore, children learn about plant life cycles through digging and planting in the garden. Children have complete choice in what they would like to play with and choose resources for the outdoor area from a catalogue made by staff.

Children behave well because staff have drawn up ground rules with the children. Staff manage undesirable behaviour by offering explanations of why behaviour is unacceptable and use age appropriate strategies such as 'time out' from an activity. Merit systems are used to encourage good behaviour. Children learn to share, cooperate and join in during different activities. Children gain an

understanding about diversity through discussion and celebration of different cultural and religious traditions and festivals. There is good representation of different cultures in toys and resources, such as books and dolls. This helps children to understand and accept differences. Staff challenge discriminatory comments so that children's understanding and acceptance is developed further.

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	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	1

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	1
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