

Little Rascals Day Nursery

5 St. Nicholas Close, Edenthorpe, Doncaster, South Yorkshire, DN3 2QD

Inspection date	03/10/2012
Previous inspection date	16/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery provides a welcoming, stimulating environment where the children are happy and comfortable. They are treated with equal concern whatever their different needs or interests.
- Staff have a good understanding of the stage of development of each child on entry which ensures they are able to extend their learning through everyday routines and activities.
- The good interaction between the staff and children encourages the learning of new skills and the development of close relationships.
- Partnership with parents and other carers ensures the nursery staff are able to provide continuity of care and meet the individual needs of children.

It is not yet outstanding because

- the current evaluation systems are not fully developed to clearly monitor or evaluate the strengths of the nursery to enhance the improvement plans which are already in place.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery.
- The inspector looked at some children's learning journeys, personal records, assessment documentation and some of the nursery's policies and procedures.
- The inspector spoke to the manager, some of the staff and some children during the inspection.
- The inspector spoke to some parents during the inspection and took account of information provided by parents in the questionnaires.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Little Rascals Day Nursery was registered in 1998. It operates from a converted domestic dwelling in the village of Edenthorpe near Doncaster. The nursery is owned and managed by two private individuals. The nursery serves the local area of Edenthorpe. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 85 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery also provides out of school care for children up to the age of twelve. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, one member has a level 2 qualification and one is unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the self-evaluation procedure further to identify the strengths of the nursery in order to ensure any gaps in provision are identified.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All areas of the nursery are well organised to allow children to select activities for themselves. They are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. They show confidence and safety in balancing, climbing and riding. The children are also becoming very considerate of younger ones when moving around outside. The children give younger ones rides in the trailer, taking precautions not to go too fast or tip them over. The younger children are quite confident and totally at ease when being taken around the garden. Children also grow vegetables and flowers to promote their knowledge of the natural world, and understand the needs of plants to enable them to grow well. They feed the birds in the garden and use the displayed pictures to identify different kinds. For example they know robins have red breasts.

The children are becoming good communicators. They engage very well with the staff and happily discuss their chosen tasks, or ask the staff for assistance. The preschool children use construction blocks and shapes to make tracks for marbles to run along, and discuss with staff how they can be more effective. With a little encouragement they are able to consider and think for themselves how to adapt the blocks to achieve their aim.

The older children enjoy activities in groups which gives them opportunities to use table top games, such as number and shape games. They are learning how to take turns and consider others when playing together. The children's conversation is also developing well and through the range of activities staff provide their vocabulary is becoming much wider. They thoroughly enjoy word games where the staff introduce items for the children to identify and they then have to think of rhyming words. They had a clog and a dog, but then thought of log and frog too.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They make accurate observations of the children's starting points on entry to the nursery. This supports the individual planning for each child's future learning and development. Very good partnerships with parents complement the process of observation and assessment. Staff share the children's daily activities with them and make suggestions for activities to further support children's development at home. Observations are clearly linked to the seven areas of learning and the staff have updated their system to monitor continued progress over time. They show how quickly children are making progress. They use this information very effectively to support their two year old summaries and the transition process when children change rooms within the nursery or start school. Parents are encouraged to look at their children's development files, make comments or add observations of achievements they have made at home. They are also invited to meetings with key persons to discuss their children's progress and development.

The contribution of the early years provision to the well-being of children

The staff have formed warm relationships with the children who are happy, settled and relaxed in their care. New babies are given very close attention on a one to one basis to help them become confident and get to know their key person well. Children are comfortable in the nursery's routines which develop from their home routines following discussion with parents. The babies and toddlers contentedly go off to sleep if they need a rest after lunch.

Children relate well to each other, enjoy playing together or are confident to play alone. For example, while some children are asleep accompanied by soothing music, the other toddlers help themselves to different games and play quietly. All the children within the nursery are developing good social skills, independence and confidence for the future. The toddlers and older children all try to put on their own coats before going outside to play, and most succeed. The others ask staff or their friends for help. They know the weather is becoming cooler and they need to keep warm. Older children in the toddler room show ready concern for younger ones and help them put on their aprons before lunch. They also comfort new children who are unsettled and tired, patting their backs until they have settled and are no longer upset.

The staff promote children's health and safety well. They have a clear understanding of how to minimise risks on the premises, in the garden and out in the community. For example, they ensure safety gates are kept closed and their risk assessments cover visits into the community to ensure children are well supervised and safe. The premises are secure so children cannot leave unsupervised and only authorised persons can enter or

collect children. An emergency evacuation procedure is on display and regularly practised to ensure both staff and children are familiar with the procedure.

Children stay healthy because the nursery has effective procedures and daily practices which meet the children's physical, nutritional and health needs. They are familiar with simple good hygiene routines to encourage hand washing at appropriate times, such as before eating and after personal care. The nursery provides freshly prepared nutritious meals and snacks which take account of children's preferences and dietary needs. Meal times are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. The babies sit safely in high chairs or are nursed by staff if they have bottles. Older children are able to help prepare snacks which supports their independence and confidence.

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

The staff group is well-established and extremely enthusiastic. They work very effectively as a team, co-operating with each other to ensure children are well supervised and valuing each others skills and abilities. They all work hard to provide a safe, stimulating environment where children enjoy learning, become confident and develop independence.

Staff have a very close partnership with parents and other carers which significantly contributes to children's well-being. Parents receive information about the service the nursery offers, including policies and procedures and the Early Years Foundation Stage. This means parents are well informed and made to feel welcome from the beginning. Parents spoken to feel very happy with the care their children receive. They like to look at the imaginative art work and photographs on display throughout the nursery. These illustrate the activities their children have enjoyed and their creative achievements. The baby room shows how children are encouraged from an early age to experience paint. They use shapes to make colourful butterfly patterns which are then displayed on the walls.

The manager takes account of the views of parents about the care their children receive through questionnaires and discussion. Although parents, children and staff have input into the self-evaluation process it is not yet sufficiently robust to highlight all the strengths of the nursery and fully identify any gaps in the provision.

Children's independence and self-esteem are promoted very effectively. They are able to make their own choices from the child-centred environment with a good range of furniture and equipment which allows them to organise their play themselves or participate in adult-led activities. Resources are available to support their learning and development across all the areas of learning, and staff are available at all times to assist them if needed. Each child has good support and their individual needs are respected. They are developing a good awareness of equality and diversity in the positive environment where they learn about other cultures and to respect each other's differences.

The nursery has effective procedures in place to safeguard children, ensuring their welfare is a priority. All staff have undergone suitability checks. Documentation shows good systems are in place to protect the children and have been updated to take account of recent changes. Staff have a good understanding of their role in child protection which is included as part of the induction process. Risk assessments are robust for all areas of the premises, outside space and outings, minimising risks to children. The ongoing supervision and appraisal procedures ensure staff and manager highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the care and education they provide.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	318118
Local authority	Doncaster
Inspection number	872046
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	85
Name of provider	Little Rascals (Doncaster) Limited
Date of previous inspection	16/02/2010
Telephone number	01302 882619

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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