

Little Rascals

St Nicholas Centre, 30 Wareham Road, Corfe Mullen, Dorset, BH21 3LE

Inspection date	31/10/2012
Previous inspection date	18/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Sensitive and caring staff know children very well and nurture their well-being effectively. This helps children to form secure emotional attachments and promotes their self-confidence, self-esteem and independence.
- Children are able to make choices from a wide range of interesting and stimulating activities both indoors and outdoors, which supports their all round development.
- Children are making good progress because staff carefully monitor their development and plan next steps in their learning appropriate to their needs and interests.
- Parent partnerships are very strong as there is a mutual sharing of the children's progress and achievements between the nursery and home. This helps staff and parents to work together to provide consistency of care and useful learning experiences for the children.
- The management team has a good overview of every aspect of the nursery and works with staff to drive forward improvements continuously. The team effectively targets and addresses areas for development. Staff receive good support and encouragement in their professional development.

It is not yet outstanding because

- Staff do not always make the most of opportunities to introduce and discuss the qualities of healthy foods to help children learn about the importance of a healthy diet.
- Opportunities for the children to explore and investigate are not yet rich and varied

enough to allow children to fully test out their ideas.

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.

Inspection activities

- The inspector held meetings with the registered person, the manager and spoke with available staff and children.
- The inspector observed children and staff interactions in the main nursery building and the garden.
- The inspector took account of the parent views gained through discussion on the day.
- The inspector viewed a sample of documentation including: the nursery's self-evaluation folder, records of suitability, registers, staff qualifications, the safeguarding policy, planning and children's development folders.
- The inspector carried out a joint observation with the manager of an activity children chose freely.

Inspector

Josette Dyer

Full Report

Information about the setting

Little Rascals registered in 2009. It is a privately run nursery located in St Nicholas Church, in Corfe Mullen, Dorset. Accommodation includes two large playrooms, one situated in a separated building to the rear of the church, with toilet facilities easily accessible off each of the rooms. Children have access to an enclosed outdoor play area adjacent to the buildings. The nursery is open each weekday from 8am to 6pm, all year round, apart from bank holidays and one week during the Christmas period. There are currently 37 children on roll in the early years age group over the age of three months, attending on a part-time basis. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six staff including the manager, who work directly with the children. The manager is working towards a foundation degree; three staff hold National Vocational Qualifications at level 3 and are experienced with babies. Two further staff are working towards an apprenticeship at level 2.

What the setting needs to do to improve further

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

- increase opportunities for babies and children to develop an understanding of the importance of a healthy diet by a) involving children in the preparation of food; b) introducing new tastes and textures; c) discussing and reinforcing messages about healthier choices.
- improve teaching strategies to help children explore their world and test out their ideas by a) giving more opportunities for the investigations of the natural world, such as exploring puddles or providing streamers and bubbles to investigate the weather; b) making suggestions or asking questions to extend children's ideas, such as 'I wonder what would happen if...'

Inspection judgements

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

Children eagerly enter the nursery and staff greet them warmly. They show staff their fancy dress outfits and talk enthusiastically about Halloween. Staff often give children individual attention, following their interests well and showing genuine interest in what the children are saying. This process effectively builds their self-esteem and confidence and they delight in sharing their news. Staff use good strategies to help children develop strong language skills. They describe what children are doing, using words such as 'sprinkle' as children add flour to modelling dough. They use 'describing' words as children point out what is wet in the garden. These techniques help all children to understand and copy the words they hear, thereby increasing the amount of words they know and use. Staff use comments and some open-ended questions as children play, however, they do not always make the most of these to help more able children test out their own ideas. Children benefit greatly by being able to choose from a range of interesting resources and experiences, often moving freely between indoors and outdoors. This environment effectively supports their all round development. All children clearly enjoy their time in the nursery; they are happy, confident and are progressing well.

Staff provide a good range of activities that are effective in helping children to develop strong hands and coordination. Children make and manipulate modelling dough, practise filling containers with water and pour drinks at snack time. They practise early writing skills as they paint, draw and make patterns in flour. Staff use good teaching strategies to support these skills. As children make small circles across their paper staff sound out the letters in the children's names and children excitedly say 'that's me!' As a result, even very young children are beginning to understand that their marks carry meaning. Children independently choose books from the cosy book corner and give them to the staff to read. Staff support early reading skills well. They sit with children encouraging them to turn the pages of books carefully and use words linked to what is interesting them.

Staff effectively plan interesting and stimulating activities that cover all seven areas of learning both indoors and outdoors. Staff successfully identify children's interests and needs through useful observations and ongoing information from parents. Staff successfully capture this information in the children's development folders, through written accounts, photographs, children's creative work and parent comments. In addition, staff sit with children and look through the folders regularly and record what the children say about their photographs and pictures. This gives the key person comprehensive information about the children and enables them to add depth to the educational programme by planning pertinent next steps for individuals. This system has greatly improved since the last inspection. The key person accurately assesses children's progress and clearly establishes the starting points with parents when children join the nursery. This process enables staff to identify children's individual needs and use effective, targeted strategies to support learning. As a result, all children, including those with special educational needs and/or disabilities and those learning English as an additional language, are making good progress in their learning and development. All children are developing effective skills for their next stages in learning and in preparation for school.

Staff fully embrace the use of the outdoor area in all weathers. They act as good role

models by enthusiastically acting out a superhero play with the children in the rain. They provide a flexible routine that allows children to move and choose between playing indoors and outdoors. These strategies strongly support the development of children who learn best outdoors. Children practise their physical skills as they tackle a range of levels and surfaces in the garden and clamber over crates and tyres. They learn to take turns as they play skittles and staff successfully use this opportunity to introduce counting skills as children count the skittles they have knocked down. The staff miss the chance, however, to extend the children's natural interest in their world around them. They discourage children from exploring puddles and make very few comments or pose questions about the weather to help children test out their ideas.

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

Children are happy and enjoy going to nursery. They and their families know the staff well through an established key person system. Children show they feel safe and secure in the nursery as they confidently say goodbye to their parents and run to their key person to share their news. Parents and staff share information daily and staff complete information sheets termly. This process helps staff to be confident that they have current information about children's interests and needs to effectively support consistency of care between home and the nursery and promote children's well-being.

The staff use thoughtful strategies to support all the children's behaviour. They are sensitive to the individual needs of the children and use consistent boundaries appropriate to the children's capabilities. The plentiful visual cues displayed around the room are very supportive of all children, but especially those with special educational needs and/or disabilities and children learning English as an additional language. These strategies successfully help children communicate their needs, ask for a specific toy or understand what is happening next. Children learn and talk about feelings through planned and routine activities, which help to promote the understanding of these. They sing the song 'If we're happy and you know it' using different words and actions to illustrate feelings, such as 'If we're cross and you know it then we frown'. All children are able to join in, copy actions and/or sing the words. Children also engage in feeding the various pets on the church grounds. They often watch hens being fed and, when chicks hatch, older children are able to see and hold them. These experiences foster children's ability to show care and concern for living creatures. Staff give very good support to help children learn to share and take turns. They provide plenty of resources for all to use so children do not have to compete with each other. Children receive specific praise for playing cooperatively, such as staff saying to them 'good sharing!' Consequently, children play well together and alongside each other. They seem very understanding of each other's differences and their overall behaviour is very good.

Children are active learners and are developing a good understanding of how to keep themselves safe. For example, they wait at the top of a ramp until other children are clear before they run down, successfully avoiding bumping into someone. Older children use pictorial risk assessments to check that the playroom is safe. Staff effectively use routine opportunities to help children learn about safety. They introduce road safety as they all go

on a short walk across the church car park to see the hens. Overall children are gaining a good understanding of healthy practices and attitudes, particularly in relation to being outdoors and to physical exercise. Staff support children well to be independent and manage their own personal needs. Children eat healthy foods that they bring from home and they understand they need to eat healthy foods first at lunchtime. Staff, however, do not always provide experiences to help extend children's understanding of this or the importance of a healthy diet.

Children are developing good independence skills. Staff thoughtfully support their all round development through well-developed teaching strategies and a stimulating environment. As a result, children are well prepared for transitions, both within the nursery and for their eventual move to school.

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

The management and staff fully understand and implement arrangements for safeguarding children and promoting their welfare. All staff have regular training, including first aid. The manager monitors staff knowledge at the frequent staff and supervision meetings. This helps to ensure the staff team's knowledge is current. The management follows a robust recruitment procedure to appoint people that are suitable to work with children. The nursery clearly prioritises children's safety, and the management and staff understand their responsibilities in providing a safe environment. Since the last inspection, useful improvements have been made to the safeguarding and welfare procedures. For example, records of staff suitability are clearly in place and the risk assessment undergoes regular reviews and updates.

The management team has a very good overview of the nursery's strengths and areas to improve. Procedures to monitor the quality of the educational programmes, planning and assessment are effective. Self-evaluation has greatly improved since the last inspection. The team includes advice from outside agencies, parent comments, children's ideas and staff input to reflect on what they do well and how they can improve. The management understands the importance of helping children to develop a positive attitude towards healthy lifestyles. However, staff are not making the most of using routines and activities to extend children's experiences of healthy eating. The management has introduced many improvements since the last inspection; they continue to have realistic plans for the future and continuously drive for improvement.

Staff receive good support in their professional development. Regular supervisory meetings and appraisals effectively support staff to develop their knowledge, understanding and practice. In addition, there is an expectation that staff regularly attend training events. The manager acts as a good role model in gaining further qualifications as she is currently working towards a foundation degree.

The manager and staff work hard to develop effective partnerships with parents. Parents appreciate this, think very highly of the nursery and value the support they receive from

the manager and her staff. Parents say they feel very involved in their children's learning; they know their children's key person well and regularly share information between home and nursery. The manager works well with parents and outside agencies to support children's needs effectively. As a result, staff secure any necessary interventions, which strongly contributes to the nursery's success at meeting the needs of all children.

The manager is currently contacting local schools in the area to invite reception teachers into the nursery when children have been allocated their schools. She is liaising with her child development officer to keep up to date with the arrangements for sharing of records with the relevant schools and any planned meetings. Although children are yet to transfer from nursery to school, the manager has plans in place that provide good support for children as they move onto their next stage in learning.

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	EY396254
Local authority	Dorset
Inspection number	816067
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	37
Name of provider	Little Rascals
Date of previous inspection	18/01/2010
Telephone number	01202658385

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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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