

Little Rascals Nursery

4 Clanricarde Gardens, TUNBRIDGE WELLS, Kent, TN1 1PE

Inspection date

12/11/2012

Previous inspection date

04/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children make good progress throughout the nursery due to staff positive interaction, effective use of resource, both inside and outside and challenges to stretch and support children's learning in all areas.
- Children show very high levels of confidence, independence and self esteem because the staff know them well and encourage them to try new experiences.
- The whole staff team are dedicated to continuously improving the service that they provide for children. Very effective systems are in place to reflect on practice and make changes when improvements are identified.
- The nursery fully fosters partnerships with parents to continually support and extend children's learning and development.

It is not yet outstanding because

- Children's home language is not always reflected throughout everyday play and nursery life.

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 spent equal amounts of time observing staff and the children throughout the inspection in all rooms and the outside area.
- The inspection included an interview with the management team to discuss documentation and safeguarding
- The inspection consisted of observations, discussions and looking at documentation as well as a short joint inspection carried out with the manager of the nursery
- The inspector looked at children's assessment records and planning documentation and discussed this with staff.

Inspector

Claire Parnell

Full Report

Information about the setting

Little Rascals Nursery is a privately owned and managed setting. The setting opened in 2011 and extended to all floors of the building in 2012. It operates from a three storey house near the station in Tunbridge Wells, Kent. The setting is accessed via steps at the front door. All children share equal access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 113 children on roll at the

nursery. The nursery receives early years funding for three and four-year-olds. The nursery employs 24 staff. Twenty one staff are qualified to level three and above of which two hold Early Years Professional status. Ten staff are currently working towards further qualifications. The nursery receives support and advice from local authority early years professionals.

What the setting needs to do to improve further

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

- display and use words from different home languages, and invite parents and other adults to contribute, since seeing their languages reflected in the setting will encourage all parents to feel involved and valued.

Inspection judgements

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

Children throughout the nursery are progressing well in all areas of learning, with a keen emphasis on the three prime areas; personal, social and emotional development, communication and language development and physical development. Staff have a very clear understanding of their responsibility towards children's learning and provide a wealth of experiences, activities and resources to support and stretch children in their learning. For example, in the baby room children are given opportunities to explore resources in their own time, rolling around the floor extending their play to other areas of the room. Staff interact positively, talking and making eye contact to motivate their interest, introduce further play and reassurance. Older children are supported well to gain new skills both inside and out. In the preschool room, children are given the freedom to extend their play themselves. For example, children build a course of cushions in a line to jump along, with encouragement from staff to jump from one to the other, using two feet together, gaining confidence in their physical skills, a clear understanding of safety as well as developing an understanding of taking turns and helping others. Children's communication and language is particularly supported in all rooms. Staff engage children in interesting conversations, introducing new words and giving children the time to think for themselves and respond to questions. They show a keen interest in books and stories, relaying their own experiences to the books that they are looking at. Children in the toddler room show a developing interest in technology, from demonstrating to their peers how to make the doll talk by pulling the string on his back, to manoeuvring the hands of popular character dolls into certain positions and

pressing the buttons to make the lights work. They clearly understand cause and effect at an early age.

Staff have high expectations of children in their rooms, using the information about each child well to motivate them, engage and encourage them to move them on to their next stage of learning. Information is gathered from parents, other staff, previous settings or previous key people. Therefore, children's continuous learning is highly promoted. Learning in the outside environment is valued as highly as the experiences children gain indoors. Children mark make confidently outside using chalks, water and sand. They confidently explore the various environments such as astroturf, tarmac and barked areas. They experiment with movement by climbing natural materials such as logs, negotiate space with tricycles and bikes and extend their movement by running, jumping and hopping.

Children's ongoing development is professionally monitored and tracked throughout the nursery. Information is first gained from parents to ascertain children's starting points and evaluative observations every day are used to show how children are progressing within the seven areas of learning. Regular assessment show their accelerating progress and alert staff to any developmental concerns, or gaps in the educational programme. The staff are skilled at identifying individual children's next steps for learning and plan for this accordingly. The key person system works well to support children and their parents. Parents are actively encouraged to share children's achievements from home, which are incorporated into their planning for future learning. Children leave the setting very much ready for school having acquired the skills for their future.

Children's individual needs are well promoted. Children learn about each other's differences within the nursery and in society, through a range of activities, celebrations and resources, all portraying positive images of race, religion, disability and culture. However, many children attend the nursery with English either as an additional language or as a dual language. Their home language is not always fully reflected as some staff are not aware of key words that children use on a daily basis and children do not have access to resources that reflect these home languages.

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

Children demonstrate very good relationships towards each other and the staff. They are caring and supportive of each other, offering help when it is needed. For example, a preschool child shows concern when another falls over, giving them a hand to get up and checks that they are alright. Children learn very quickly to take turns and cooperate with each other. They receive positive messages from staff about acceptable behaviour with praise and encouragement. Children are reminded of boundaries through clear explanations and discussions. Younger children are distracted successfully by staff who understand children's stages of development in social skills.

The staff provide a very stimulating environment for children. Both the indoors and

outdoors areas are well resources with a wealth of equipment, activities and positive interaction to engage their interest and develop independence and group play. Children are gaining very high levels of confidence and curiosity by the enthusiastic encouragement from staff. Children are intrigued by new people and openly question why they are in their nursery and what they are doing. Staff are deployed well around the rooms, providing children with familiar faces and support when it is needed. They interact positively and effectively, building close and bonding relationships with the children. Therefore children settle quickly, becoming confident in their environment and the people around them.

Children demonstrate a clear understanding about keeping themselves healthy. They understand about hygiene practices at an early age, washing their hands before meals and after toileting. Staff give young children clear explanations during nappy changing times to help them develop an understanding of hygiene practices. Children take responsibility for preparing snack in the preschool room. They listen carefully to staff about healthy eating and how to prepare the foods correctly. Every child has access to fresh air throughout the day, either by using the outdoor play area, through open windows or walks within the local community. Children are provided with very healthy foods through an outside catering company. The staff provide plenty of information to them to ensure children's dietary needs are catered for as well as preferences. Children have access to fresh drinking water throughout the day in every room.

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

The management team and staff are fully committed and truly understand their responsibility toward meeting the children's learning and welfare needs. Managers play a vital and effective role in overseeing the daily running of the nursery, actively participating in all the rooms with all age groups and staff. The three managers take on various responsibilities to cover all requirements of the Statutory Framework for the Early Years Foundation Stage.

The children play in a safe, well-maintained and clean environment, with staff who regularly check for hazards through a rigorous risk assessment system. Arrangements for safeguarding children are strong. All staff have attended child protection procedures and are fully aware of the procedures to follow if they have a concern about a child in their care. They are aware of whistle blowing procedures and have confidence in the management team to deal with any concerns. There is a robust recruitment system in place to provide children with well-qualified and vetted staff. Documentation to promote safeguarding is in place. For example, children's attendance is recorded accurately to show how many children of differing ages are in each room and that the ratios for staff working with each age group is correct.

The staff team and management are fully committed to promoting continuous improvements within the nursery. All staff reflect on their practice in each room and have various ways to talk about their ideas and plans for the future. A fully completed and

regularly updated self-evaluation form demonstrates that the nursery knows its strengths and can identify areas for development. The nursery regularly changes practice and implements training via in-house discussions and workshops or internal training. All staff attend training and/or complete further qualifications. There are effective systems for performance management for all staff. They regularly attend staff meetings, supervision meetings and appraisals to review their practice, performance and professional status. Action plans for all staff are developed and implemented in a timely fashion. Newly appointed staff are closely supervised and have a probationary period to meet the nursery's high criteria of suitability.

Partnership with parents is a strong. Staff make secure relationships with children due to the close liaison with parents when they first start and this continues from room to room within the nursery. Parents have access to a wealth of information via displays, written newsletters, posters, websites and daily conversations with staff. Staff make consistent efforts every day to feedback about the children, their routine care and the achievements from each day. Parents are invited to regular consultation evening to discuss their children's progress and to plan targets for their children's next steps. Parents are at ease in the nursery and find staff and managers approachable and easy to talk to. Parents have access to all the relevant policies and procedures that promote the nursery's positive practices. The nursery has made professional links with local primary schools to aid the transition for older children and encourage other settings to make links for consistent approaches to children's 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	EY419935
Local authority	Kent
Inspection number	886140
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	113
Name of provider	Little Rascals Nurseries LLP
Date of previous inspection	04/07/2011
Telephone number	01892544384 07929 922 734

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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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