

Little Rascals

Lancashire Way, PRESTON, PR2 5PB

Inspection date

Previous inspection date

03/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provider and management team are committed to developing a high quality service and self-evaluation is robust. The dedicated and well-qualified staff team work well together to effectively support children's overall learning and development.
- Children make good progress in their learning because detailed observations and secure assessments are completed. This results in clear and targeted next steps being identified, in order to plan for children's individual learning needs.
- The learning programme for communication and language is very effective and supports children's listening, speaking and language development, enabling them to practise their growing skills.
- The arrangements for keeping children safe are highly effective because the staff have a good understanding of safeguarding.

It is not yet outstanding because

- On occasions, staff do not always allow enough time for children to think about what is taking place and ask their own questions to extend their learning further.
- Planning of the environment occasionally results in this being less comforting for young children, who may not be able to move themselves to other areas of interest.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery room and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the provider, the manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.
- The inspector and manager took part in a joint observation of practice within the pre-school room.

Inspector

Janet Singleton

Full Report

Information about the setting

Little Rascals was registered in 2012 to Little Rascals (Preston) Limited. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a purpose built premises on the industrial estate in Preston East, close to motorway links. There are four base rooms for children, which all have access to outdoor play. The nursery opens Monday to Friday from 7.30am until 6pm, 51 weeks per year, closing on Bank Holidays and a week at Christmas.

The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications. There are two members of staff whom are Qualified Teacher Status. There are currently 54 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- review and reflect on how children are given time to decide what, and if, they want to say anything in order to further extend their thinking
- develop how the cosy areas in the baby room can be better planned to allow for even more flexibility and be more comfortable for all children, so that the environment enhances their learning opportunities.

Inspection judgements

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

Staff and managers are secure in their knowledge of the Early Years Foundation Stage. This enables them to provide a wide range of interesting and challenging experiences matched to children's identified learning needs. Staff are all qualified resulting in them having a good understanding of how children learn and develop. Through comprehensive observation and assessment of children's development, activities are planned to meet their individual needs. Consequently, children are making good progress considering their starting points. The completion of the progress check at age two years ensures younger children's development is tracked and early intervention sought if necessary. Therefore, any gaps in learning are identified and effectively addressed.

There is a sharp focus on helping children to develop their communication and language skills with this area of learning being further supported by the use of early phonics. As a result, children learn to listen and develop their vocabulary and pronunciation. Children are happy and motivated as they move freely between the indoor and outside environment. They make decisions regarding their play, for example, sitting with books or gluing and sticking at the activity table. Children delight in sitting with older children at snack and lunch time and excitedly talk about what they have been doing and what they plan to do next. Consequently, they learn to get along and make friends as they develop their personal, emotional and social skills. This ensures that children are being prepared for the next stage in their learning, for example school.

Staff plan effectively to develop the current theme of animals and arrange for the arrival of three chicks, consequently, children are greatly excited and very interested. They show great delight as they anticipate the later activity to hold and talk about the chicks. Staff give good explanations regarding the care of the chicks. As a result, children learn about and take an interest in caring for creatures and how to be gentle when handling young animals. They use descriptive words as they excitedly describe the chicks as yellow, fluffy, soft and listen carefully to the 'cheep, cheep' of the birds. Consequently, children develop their speaking and listening skills. However, there is scope to extend this to allow children more time to assess the information and ask their own questions to extend their own thinking further. Children show their natural curiosity as they confidently ask questions about visitors to the nursery. Children's physical skills are supported effectively as they enjoy climbing and crawling indoors and outside. Young children use furniture to support them with standing, reaching and walking. However, occasionally the sun reflects into the cosy area, making it too bright for children. Although, staff are prompt in moving babies, there is scope to improve the environment to further promote younger children's comfort, thereby, improving their learning opportunities. Independence is very well promoted as children manage their own needs in the bathroom. Older children self-serve at snack and mealtimes and younger children hold their own cup and help with their dressing needs.

Teaching is highly effective with a good balance of adult-led and child-initiated play focussing on the characteristics of effective learning. As a result, children are progressing well in all areas of learning considering their age and stage of development. Staff introduce concepts, which encourage children's recognition of shapes; for example, they find the square and circle and confidently name colours in their play. Children cut and shape paper to make pictures as they develop their early mathematical skills and hand and eye coordination. They make marks and enjoy books as they write their name and sit and read together, developing their literacy and writing skills. Staff support children's developing language skills as they talk about their play and discuss how they are will manage their tasks. Therefore, children learn to solve problems and use their critical thinking skills. Staff skilfully extend children's learning by asking sensitive and open-ended questions as they play. For example, staff sit with children and talk about what they are doing, by asking 'who' 'why' and 'what' questions to encourage them to look at how they make decisions and how things could be done differently.

An effective relationship between parents and the key person means that good quality information is shared with parents. For example, a daily communication book, daily discussions and the parents' evening are forums used to support these processes. Parents

and key persons work together to assess and contribute to each child's learning and development record. As a result, a consistent approach to children's learning is in place to support their overall development. Staff are very successful in engaging all parents in supporting their children's learning and consequently, their learning is effectively enhanced.

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

The effective key person system means that children form secure attachments and their emotional well-being is effectively supported. This, together with the warm and friendly staff, means that children feel secure, settled and valued. Children are very independent as they self-select resources, put on their own coats to play outside and manage their own personal needs in the bathroom. Younger children are supported with their personal and hygiene needs according to their age and stage of development. Children's good health and self-care is securely embedded as they attend to their personal needs. They help themselves to drinks when thirsty, tissues for blowing their nose and hand towels in the bathroom. Staff seek as much information as they can about children's likes and dislikes from parents. This ensures that routines are familiar and children continue to be settled and secure.

All children show a strong sense of belonging in the nursery as they move freely, both indoors and outside. They readily put their work into their personal drawers, hang up their coats and babies access their comforters. Babies are secure and settle well as they seek the comfort and reassurance of the staff in the presence of visitors. They soon settle and move back to their play as they quickly feel at ease, which demonstrates their feelings of being safe and secure. Children run in and out of doors as they develop a positive approach to being outside and benefit from the play experiences provided. As a result, children are healthy and energetic while developing their physical skills. Children talk with staff about good foods as they eat their lunch, discussing what healthy options are. They are fully aware of the importance of healthy foods as they enjoy fresh fruit and home-made meals, such as spaghetti bolognese and tuna wraps.

Through consistent routines, children understand what is expected of them, for example, music to signal tidy up time. Through effective daily reminders, staff reinforce the behavioural expectations, such as not running indoors. Children demonstrate their good understanding of the behavioural expectation through self-control, as they listen to staff explanations, share resources and play harmoniously together. Older children display good behaviour as they use their manners and are very polite. Staff offer praise as they build children's self-esteem and confidence, enabling them to take on new situations with ease. They understand what is expected and remind each other of the rules and readily help to mop up spillages on the table. Children's understanding of being safe is fully promoted, ensuring that they can play and learn in the well-resourced, welcoming and safe setting.

Children engage in achievable and motivating tasks and develop a good level of emotional security, in order that they can make the best of all activities in preparation for their next stage in their learning. Transitions are very well supported because staff complete an assessment of children's development prior to them moving room within the nursery or

changing settings. Parents are involved, which means that children's transitions are a smooth and positive experience for them.

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

The registered person, managers and staff understand their roles and responsibilities with regard to the welfare and safeguarding requirement of the Early Years Foundation Stage. A range of comprehensive, good quality policies and procedures to support children's care and education are in place. The nursery is well organised and staff have high expectations for children. The manager is constantly looking at ways to improve the provision for children. The evaluation of the nursery is thorough and includes the views of staff, parents and children. As a result, a clear and targeted development plan is in place to further improve the planning and observation processes and, therefore, the care and education of children.

Robust recruitment and vetting procedures are in place. The management and staff have considerable experience in childcare to plan a good quality service. Robust procedures are in place for the supervision and appraisal of staff to monitor their performance and a training programme for all staff has been established. As a result, staff knowledge and skills are continually improving to promote the good education and development of all children. Regular room meetings combined with full team meetings are a key part of the nursery's management procedures. Consequently, staff are able to give their ideas and contribute to the evaluation and development of the nursery. Children are safeguarded from harm because staff are very clear of their responsibilities and fully understand whom to report any concerns to. Comprehensive supporting procedures are in place and fully understood by all staff. Children's safety is of paramount importance. Risk assessments are undertaken and visitors to the premises have their identity checked and they are signed in. All doors to each of the playrooms are secured and access can be gained only by staff. Consequently, children are protected and are kept safe at all times.

The provider has a good understanding of the learning and development requirements and monitors educational programmes effectively, resulting in the good quality of teaching. Strong relationships with parents, other settings and agencies means that information, which promotes the health and well-being of children, is shared and a consistent approach undertaken to support their overall learning.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY444272
Local authority	Lancashire
Inspection number	887674
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	96
Number of children on roll	54
Name of provider	Little Rascals (Preston) Limited
Date of previous inspection	not applicable
Telephone number	01772 730290

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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, which are usually the childminder's 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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