

Rascal's Day Nursery

Stuart Close, Gorleston, GREAT YARMOUTH, Norfolk, NR31 7BU

Inspection date

Previous inspection date

29/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure in their relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between nursery and home life.
- Children's health and well-being are supported, as the nursery ensures that children are given freshly prepared, balanced and nutritious meals and snacks each day and spend plenty of time outdoors being physically active.
- Children are safeguarded as staff have a secure understanding of the procedures to follow if they have concerns about a child. Staff are vigilant in identifying and minimising any potential risks to children and help children learn to manage their own safety.

It is not yet good because

- The staff's assessment of children's learning is not consistently used to inform planning and the next steps in their learning. This results in learning experiences that do not have sufficient challenge and are not fully matched to the children's abilities.
- There is scope to further improve partnership working with parents, by providing additional information about their children's learning and development, so they can effectively support this at home.
- Resources, which encourage children, in particular babies, to explore using their senses, are not always available.

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.

Inspection activities

- The inspector observed activities throughout the nursery and in the outdoor area.
- The inspector spoke with the manager, deputy, staff and children during the inspection and carried out observations of the children.
The inspector looked at children's progress records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and required documentation.
- The inspector also took account of the views of parents spoken to during the inspection.

Inspector

Lindsey Cullum

Full Report

Information about the setting

Rascal's Day Nursery was registered in 2012 on the Early Years Register. It operates from a converted health centre in Gorleston, Norfolk. The nursery is privately owned and managed and serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play.

The nursery is open Monday to Friday, from 8am to 5.30pm all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 2 and one is completing childcare training.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning for individual children by taking into account their needs, stage of development and clearly identify their next step for learning, so that activities provide challenge to help all children make the best progress.

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

- develop further partnership working with parents, so they have easy access to information about their children's learning and development and can support their children's learning at home
- enhance the range of resources which encourage children to explore using their senses.

Inspection judgements

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

The management team has a sound understanding of the learning and development requirements and provide effective role models for those staff who are developing their knowledge of the Early Years Foundation Stage. Staff recognise that children learn through play and provide a warm and welcoming environment where children feel

confident and secure. Children's starting points and interests are assessed as they settle into the nursery, so staff get to know the children's capabilities and can provide activities which interest the children. The key person regularly observes children during their play, noting and tracking progress made. However, they do not always use this information effectively in order to plan challenging experiences based on children's next steps for learning or to help staff re-shape tasks and explanations, to improve learning further. For example, staff do not challenge children to consider sharing their own experiences of visiting the beach during an activity to match picture cards with different objects on a beach scene card. Consequently, staff do not always extend children's thinking or introduce different ideas to maintain their interests.

Children express themselves very well. They chatter to each other when they are playing, talking about what they are doing or sharing their ideas. Some friendships are establishing, with children playing imaginative games in pairs. Staff initiate some conversations, for example, around the snack table, and children eagerly recall recent events or talk about their family. Children enjoy stories, sometimes asking staff to read to them. Staff use these opportunities to help develop children's vocabulary by talking about what they see in the pictures, naming items of interest and encouraging children's efforts to copy new words. Materials for making marks are readily available, both indoors and outdoors. Children understand that print carries meaning. Younger children pretend to write out their homework and older children attempt to write their name on their artwork. Children enjoy using the pens and wipe clean boards. They draw patterns, shapes and create their own pictures, such as a house or flowers. Consequently, children's hand-and-eye coordination is promoted as they learn to use pens, chalks or paints with increasing skill. Children are exposed to simple mathematical language as they engage in activities with the staff. They know the names of shapes, colours, count well and match the number to quantity correctly. Children can compare height and length as they build towers with small bricks. They play imaginatively, creating a kennel and house out of bricks for a small dog. They pretend the outdoor climbing structure is a shop and take on different roles, for example, being the shopkeeper or the mum who visits with her baby. The satisfactory progress of the older children ensures that they have an appropriate range of key skills needed for the next steps in their learning.

Babies are cared for in a bright and cosy room. They have easy access to an interesting selection of resources that are stored at their level. Babies are appropriately supported by staff that sit alongside them on the floor and share their experiences. Those who are just learning to crawl or walk are supported and encouraged by staff. They hold children's hands while they stand on their feet, sharing the babies' enjoyment of being upright. Staff initiate games of 'peek-a-boo', which generate lots of gurgles and laughs from the babies. Bonds are developed as the key person takes on the majority of a baby's personal care. They sit comfortably, cradling the baby when using feeding bottles. Babies enjoy looking at themselves in mirrors and explore some sensory materials, such as brushes or textured fabrics. However, the nursery lacks richness in the resources available for children to explore using all their senses, in order to fully promote their sensory development.

Children have some opportunities to learn about nature and the world around them through planned activities. For example, children help plant seeds which they water each day using collected water from the water butt. They demonstrate an understanding of the

process of growing and will be involved in harvesting and eating their crop later in the year. Children who speak English as an additional language are supported well as staff use gestures and pictures to aid communication. Signs are displayed in various languages and parents supply key words to help children settle.

Parents are invited to share what they know about their children as they start at the nursery. The key person spends time talking to parents and ensures that children's routines are known in order to provide continuity of care, particularly for the babies. Parents receive regular feedback about the activities the children have enjoyed each day. However, they are less well-informed about their children's learning and development within the nursery, which means they cannot support children's learning at home as well as possible.

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

The learning environment is child-centred, with attractive murals on the walls as well as the children's artwork, so that children experience a sense of belonging. Rooms are set out appropriately to promote children's independence and to help them develop in confidence in their surroundings. Babies are cared for in a separate room to the older children, but have opportunities to interact and play with their peers or siblings in the nursery. Children have access to the outdoor space during the day and the management team are looking at ways of enabling more free flow between indoors and outdoors, providing children with additional choices.

Arrangements to help children settle into the nursery and build secure attachments with their carers are a strength of this nursery. Successful implementation of the key person system ensures children feel safe and secure in the setting. Where children are less confident, their key person supports them in separating from parents, but maintains close contact with parents regarding children's emotions. Therefore, parents manage their children's settling in alongside the staff. The key person also effectively supports children as they move from one room to the next within the nursery, through planned visits, which enable the outgoing key person and the parents to liaise with the new key person. In this way, important information is exchanged and children make an easier transition, as a result.

Staff provide gentle reminders to reinforce the simple rules that are in place for the safety of children in the setting. Older children are learning to use and handle resources safely, while younger children are reminded to sit securely on chairs to prevent them from hurting themselves. Children's social skills are developing appropriately as they enjoy various group activities. Children show respect for one another and are learning to share and take turns. Consequently, children behave well. Well-deserved praise is used by staff to reflect kind actions, such as sharing or helping a new child. Children are encouraged to develop friendships, with staff introducing new children, so that all children feel welcome.

Children enjoy energetic and active play in the outdoor area. They use small ride-on toys, confidently building up their leg muscles, while crossing the stepping logs develops their balance and coordination. Children enjoy kicking and throwing balls and do this with

increasing accuracy. Children learn sensible hygiene routines because staff act as good role models. They remind children when they need to wash their hands and encourage children to become independent in their self-care. Visitors, such as a dental nurse, come in to share with children the importance of brushing their teeth. Children are provided with freshly prepared, healthy meals and snacks each day. Consideration is given to any allergies, dietary needs or parental preferences when meals are planned, so children's well-being is suitably promoted.

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

The manager and deputy provide effective leadership and demonstrate a positive attitude to developing the provision in the future. The nursery has been open for a relatively short period of time and several improvements have already been implemented. These include staff performance management and monitoring, purchasing additional resources and reviewing the educational programmes. Self-evaluation has been appropriately used to identify further priorities, including a programme for staff training and practice issues, such as altering snack time provision to encourage children to become more independent.

The views of parents and children are sought as part of the evaluation process and these are taken into account. Staff have regular meetings, to discuss and share good practice. Supervision is in place to ensure that any staff member receives the support they need to help improve their own practice and development. The nursery has been active in seeking support and guidance from other professionals and the management team has a clear action plan for improvement in place, prioritising aspects of the provision they want to target in the future.

The management team understands their responsibilities in meeting the requirements of the Early Years Foundation Stage. Children are safeguarded as staff are suitably aware of their responsibilities in keeping children safe. Some staff have attended child protection training and their knowledge is shared with other staff members. Policies, posters and information within the nursery remind staff of the correct procedures should they have a concern about a child. Arrangements for recruiting new staff and volunteers in the nursery are appropriate and all staff have completed the required checks. Induction procedures ensure that new employees have the necessary skills to be working with children. Safety measures, such as the secure entry door, ensure that only adults who are known to the nursery staff are allowed in or suitable identity documents are seen for visitors. Risk assessments are completed to minimise the risks for children and staff are vigilant during sessions, for example, clearing up spills.

Partnerships with parents are, generally, well-established and they speak positively about the welcoming staff and the care their children receive. Parents receive regular updates on children's achievements and interests, although, they are less involved in their children's learning in order to help support this at home. Wider partnerships with appropriate professionals, other providers and local schools are suitably established to support individual children. The nursery environment is child-centred and welcoming to children

and their parents. Clear policies and procedures, which are accessible to parents, support the appropriate care and learning practices within the nursery.

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	EY447168
Local authority	Norfolk
Inspection number	888547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	39
Name of provider	Rascal's Norfolk Ltd
Date of previous inspection	not applicable
Telephone number	07983506599

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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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