

Young Rascals Day Nursery

5 City Road, Beeston, Nottingham, Nottinghamshire, NG9 2LQ

Inspection date

21/05/2013

Previous inspection date

29/01/2009

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 are happy and engage well in a wide range of activities, planned by staff.
- Children benefit from a well-equipped outdoor play environment in which they enjoy a wealth of exciting experiences to promote all aspects of development.
- A robust key person system ensures that staff know the children well, so can meet their individual needs.
- The manager reflects on the nursery practice. There are effective systems for ongoing development so that provision for children improves.

It is not yet outstanding because

- There is scope to expand on the already good use of structured activities which are planned for older children to incorporate opportunities which consistently maximise their ability to think creatively, solve problems and link ideas.
- The development of children's language is not consistently maximised because staff do not always ask children open-ended questions when they talk with them.

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 children in free-flow play and focused activities.
- The inspector spoke with the manager and the other staff members at appropriate times throughout the observations.
- The inspector observed children and examined the children's learning journeys to establish their progress in learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.
- The inspector spoke to a small number of parents to gain their feedback about the nursery.

Inspector

Tina Garner

Full Report

Information about the setting

Young Rascals Nursery was registered in 2005. It is registered on the Early Years Register. The facility operates from converted premises in Beeston, Nottinghamshire. The pre-school rooms are on the first floor and office/staff room is on the second floor. There are ramps to access the ground floor of the premises. There is a secure outdoor play area. The nursery serves families from the local and surrounding areas.

The nursery employs five members of childcare staff. Of these, three staff members hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday 7.30am until 6pm throughout the year, closing for bank holidays only. Children may attend for a morning, afternoon or a full day. There are currently 26 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. The setting currently supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance structured activities to enable older children to think more creatively and flexibly, solve problems and link ideas by providing flexible resources, choice and control
- extend children's language development, for example, by using more open-ended questions that have different possible answers.

Inspection judgements

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

Staff provide a welcoming and stimulating environment. Children are settled, happy and ready to learn. Staff understand that children learn through their play and the daily routine has a good balance of child-led and adult-directed activities. Overall, interesting activities are made available that are suited to children's stages of development. This means that children are usually keen to be involved and are motivated to learn. Consequently, all children make good progress towards the early learning goals which prepares them well for when they move on to school.

There are secure systems to assess what children can do when they first start and for their ongoing development. Parents are valued contributors to their children's

development and comment slips are available for them to complete on children's observations sheets. The children's key person maintains a good dialogue with parents which ensures that they share information about what children can do and what they need to learn next. Staff offer ideas about how parents can support children's learning at home through chats when children are collected, or at the parents' evenings. Staff know children well and speak confidently about how they are supporting them. The combined assessments are used by the children's key person to plan activities that will interest and challenge children. However, occasionally, some group activities planned for the older children do not fully maximise children's ability to think creatively, solve problems and link ideas. This potentially prevents older children from connecting their ideas and practising what they know and can already do.

Staff introduce a variety of topics throughout the year, which help children to learn about their environment, the wider world and the different celebrations people enjoy. Children of all ages are involved in cooking, try different celebration foods and numerous craft activities. Staff adapt activities according to children's age and capabilities. For example, older children learn about life cycles. They visit a nature reserve, where they look at butterflies, birds and insects. Animal handling workshops also enable all children to handle different creatures such as spiders, snakes and tree frogs.

Both indoor and outdoor resources are well organised to promote children's independent learning. Children of all ages enjoy looking at books. Staff arrange books so that the youngest children can choose ones that appeal to them. Toddlers take books to staff, confident that their wish for a story will be met. Older children handle books correctly, turn the pages as they follow the text and pretend to read the story, showing they are gaining the necessary skills for school. Children develop good relationships with others and sit and talk with each other about the books they are looking at.

Staff effectively plan activities so that children develop skills in all areas of learning. Consequently, older children demonstrate competency in recognising letters and numbers and early writing. Young children begin to learn about technology when experimenting with toys that have buttons to press or flaps to lift. Older children develop this further when learning how to use simple programmes and cameras. Children develop mathematical skills as they count during daily activities and construct with different shapes and materials.

Overall, children successfully develop the skills they need for the next stage in their learning. Older children learn to listen at circle time and gain confidence in contributing their ideas. Staff effectively encourage younger children's emerging speech by modelling conversations. They provide them with the vocabulary to express themselves when ready. Staff encourage more able children during small group times and encourage them to talk about what they are doing during activities. However, they do not always pose challenging or open questions to help all children think critically and fully extend their learning. Staff speak clearly to help children who are learning English as an additional language. They talk to parents about how their language is developing at home and learn some key words. This ensures children are effectively supported in the setting and their home language is valued.

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

Children benefit from the positive relationships between staff and their parents. Each child is allocated a key person when they first attend and time is effectively spent gathering information about their individual needs. When children change age groups within the nursery there are effective arrangements for making sure this transition goes smoothly. Babies and young children benefit from the nurturing care they receive. They welcome reassuring cuddles and respond with smiles and hugs. This gives them the confidence to move away and explore on their own. Most toddlers quickly fall asleep after lunch, which demonstrates how settled they are with daily routines. Staff explain that routines are adjusted to take account of children's individual needs, for example, how long they want to sleep or if they do not want to sleep.

Children learn about keeping themselves safe because staff help them to use equipment safely and care for one another. Children develop their physical skills in using a variety of small and large equipment, both indoors and outdoors. For example, children are encouraged to be active and physical exercise is an important part of their daily routine. Children access the well-equipped outdoor area regularly and enjoy playing imaginatively, riding on wheeled toys and planting and growing fruit and vegetables. Older children competently use the climbing frame and slide. When younger children want to climb the ladder and use the climbing frame staff are there to help them achieve this safely and successfully.

Children receive good support to learn valuable skills in preparation for school. They develop independence in managing their personal care. For example, older children know when they need to wash their hands and many manage to put their coats and shoes on. When children are interested in doing things for themselves staff give them time to try, for example, to put their shoes on. They praise this attempt, which boosts children's confidence and encourages them to try again. Children enjoy nourishing meals and snacks. The well-planned menu accommodates individual dietary requirements and introduces children to a variety of foods. Older children competently use a knife and fork at lunchtime, decorate their own cakes and begin to pour their own drinks of water. They learn about the importance of healthy routines, such as blowing their noses and disposing of tissues straight away. Independence is successfully encouraged as children progress through the nursery. Children learn what is expected and how to behave in different circumstances. They help to tidy up, listen and share with others. Overall, children behave well.

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

The manager demonstrates a good understanding of her role and effectively monitors the planning and delivery of the education programme. Meaningful regular team meetings ensure that staff members can contribute to the running of the nursery. The nursery has clear safeguarding procedures to fully protect children. Staff receive up-to-date training to ensure they have the required safeguarding knowledge. The manager makes detailed and regular checks to ensure they fully understand child protection issues and that they know

who to contact if they have any concerns. Detailed recording of any minor accidents or incidents ensures staff continually promote children's welfare and well-being. Robust recruitment and vetting procedures ensure all adults working with children are suitable to do so.

The management team has continually reviewed their practice since the last inspection in order to reflect and make improvements. Staff have access to a programme of professional development through continuous training and appraisals. The nursery has addressed the recommendations from the previous inspection. This has had a positive impact on children's learning, the information shared with parents and the safety of the setting.

The nursery has built good partnerships with parents, which benefits the children's care, learning and development. Parents receive good information through regular newsletters and by way of information on display on the notice-boards. Coffee mornings and parents' evenings provide opportunities for key workers to share information about children's progress and the Early Years Foundation Stage. This helps to increase parents' awareness of their own children's development and familiarity with the areas of learning. This close partnership working between parents and the nursery has a positive impact on supporting, and monitoring, the learning and development of children. The manager understands the importance of working with external agencies to support the care and education for individual children. This enables the nursery to draw on expertise and provide tailored support for children, so they make good progress in their development.

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	EY300871
Local authority	Nottinghamshire
Inspection number	915849
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	26
Name of provider	Nicola Young
Date of previous inspection	29/01/2009
Telephone number	0115 9677951

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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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