

Little Rascals Day Nursery (Barwick Rd)

Barwick Road, Crossgates, LEEDS, West Yorkshire, LS15 8RQ

Inspection date	29/05/2013
Previous inspection date	10/11/2008

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

- High regard is given to supporting children's language skills and mathematical concepts. Staff are skilful in encouraging children to describe problems they encounter and suggest ways to solve them.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways staff support them in helping their children to settle and involve them in their learning.
- Transitions between nursery rooms and other settings are well managed. Consequently, children have good relationships with each other and members of staff.
- 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.

It is not yet outstanding because

- Children's opportunities to develop their writing skills in the outdoor play area are not always fully available.
- Opportunities for children to develop their listening and attention through the use of puppets and props are not fully extended.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and in the outdoor learning environment and also observed lunchtime.
- The inspector completed a joint observation with the manager and held meetings with the manager and assistant manager.
- The inspector took into account the views of parents and carers through completed questionnaires and comments in the children's learning records.
- The inspector looked at some documentation and children's learning records.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Little Rascals nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of St Theresa's School in the area of Leeds and is part of a chain of nurseries. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications. Four at level 2 and 16 at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for Christmas bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 108 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment to further include opportunities for children to develop their writing and drawing skills

- develop young children's sustained interest in books and songs, for example, by using puppets and other props to encourage listening and responding.

Inspection judgements

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

Children play, learn and develop in an environment that has a wide range of age-appropriate toys and activities that are easily accessible. They have good opportunities to participate in individually planned activities, which the staffing team plans thoughtfully. All planning is based on the children's interests and abilities and provide age-appropriate challenges. This ensures that children's development progresses according to their individual age and stage of development. A detailed system of observation and assessment means that staff can plan specifically for the needs and age of each individual

child and covers all of the areas of learning. Parents have good opportunities to tell staff what their children learn at home, through adding the information on the 'learning at home' notice board in the entrance hall, as well as daily home sheets. An efficient key person system is in place, where they take on board children's starting points with information gathered from parents and also records the next steps of learning. This ensures children progress in their educational learning and develops the key skills for future learning.

The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others, such as health visitors. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress. The nursery has a strong transition policy and procedure in place. When children are moving on to school they have strong links with local schools and share all required information, including end of term reports with them and reception teachers visit the nursery. This ensures good continuity of care and education.

All children have free access to a good range of indoor toys, all easily identified through clear labelling in all playrooms. Older children enjoy their time on the computer as they play the game of finding the different numbers. Children recognise with confidence numbers to 12 easily and get lots of praise from staff. They also change the game that they wish to play on the computer with a good knowledge and understanding of how to do this. This helps to develop their technology skills and recognition of numeracy. Other children also develop their numeracy through counting how many bricks there are on the table and begin to learn about deduction as staff remove a number of bricks and children count how many are left and tell the staff that two bricks have been removed. Older children have daily circle time and complete their phonics, they recognise that castle and staff's own name begins with 'curly C'. This helps to promote children's recognition of different sounds of letters. Younger children are encouraged to use crayons and show the staff that they have drawn a picture of their daddy and are keen to express to staff where their daddy's eyes and hair are. Children receive lots of praise for their drawings, raising their self-esteem and confidence.

Babies have great fun as they sit on the floor and put their hands in the play dough and try to eat it and with good staff supervision are persuaded to feel it and together they pull it and stretch the dough. Babies watch and also join in and, therefore, develop their sense of different textures. More able children play with dough and pretend to make buns cutting them with the tools and placing in baking trays, explaining they will be round buns. This promotes their awareness of shape and the use of different tools. Babies have good opportunities to move freely around the large playroom, they climb in and out of the small ball pool and roll the balls along the floor. This helps to promote their physical development. All children have good opportunities to access a wide range of books, which are age appropriate. Staff encourage children to sit and listen to the book about 'magic' and some join in enthusiastically. This develops children's communication and literacy skills. However, some children's concentration is limited, as puppets and props are not always included to support this area of learning to promote their listening and attention skills. Children get opportunities to attend the local library where they can choose their

own books and listen to story time. This helps to promote their literacy and independence.

Children get good opportunities to develop their expressive arts and design skills, as they free paint and make collages with feathers and lollipop sticks with their friends. Children develop their physical skills well outdoors through the use of a wide range of wheeled and push-along toys, where they learn to go up and down the small slopes and steer along the roadway. They take turns on the bicycles and also count how many bicycles are being used. This helps to further promote their numeracy skills outdoors. This means that children have the opportunity to continue their learning outdoors across most areas. However, children's opportunities to further enhance their writing skills in the outdoor play area are not always fully promoted. Children do not always have access to writing utensils, such as chalks for the outdoor chalk boards. Children with special educational needs and/or disabilities are very well supported, as staff work closely with parents and other professionals, such as, a speech and language therapist and other outside agencies. This means that children are making good progress and are fully included in the activities and events at the nursery.

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

Children are confident and settled in the nursery. The key person system works very well and young children benefit from consistent relationships with familiar carers who attend to their day-to-day needs. The nursery offers all parents settling-in times for their children and these are flexible according to their needs. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. When children move to their next room, good transition procedures are in place. For example, parents and children complete settling-in sessions and questionnaires, and reports are given to the children's new key person. This helps them form secure bonds and promotes their emotional and physical well-being. Older children grow in independence within the nursery as they serve themselves to their main meal and drinks throughout the day.

Children of all ages quickly learn the rules and expectations of the nursery and respond well to the warm, supportive guidance of staff. Consequently, there is a positive atmosphere at the nursery and children behave well. Staff continually remind children to be polite and remember their manners when having lunch and to take turns when playing with their friends. Children receive reward certificates and hand stamps for their individual achievements. Children's health and hygiene is promoted well. They learn about the importance of good hygiene through regularly washing their hands before snack, lunch and after painting and listen as staff explain to them how they are 'washing away the germs'. Each room has an anti-bacterial gel hand machines, which staff and children use throughout the day. All of these good procedures help to prevent cross infection. Staff also follow a good nappy changing routine, using disposable gloves and aprons. Children eat good quality home-cooked food and staff take care to meet individual children's dietary needs and parents' preferences for children. Menus are displayed for parents to see and all food is fresh and includes pasta, fresh meat, jacket potatoes, fruit and vegetables.

Children learn about how to stay safe both in the nursery and outside. They regularly

practice fire drills, along with staff teaching children how to walk around the nursery safely especially when going in and outside to play. They also learn about how to cross the road when they go on outings and wear wrist bands. The nursery is a safe environment for children, for example, there is an entry security system installed and all visitors are asked to sign in and out. The nursery is welcoming and well equipped with a good variety of age-appropriate resources available for indoor and outdoor play. Children have regular access throughout the day to the well-resourced outside areas and this ensures they get plenty of fresh air and exercise daily.

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

Staff fully understand their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are aware of. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure and safe. Staff have good opportunities for supervision and appraisals with the manager. They have regular staff meetings and at these training needs are identified to ensure that all staff update their knowledge and professional status. Staff give high priority to safety and conduct comprehensive risk assessments of the premises. They are vigilant in supervising children at all times, which ensure children can play safely both inside and outside.

The managers and staffing team demonstrate a good capacity to maintain continuous improvement. They are currently completing an updated self-evaluation to ensure they are working in line with the Early Years Foundation Stage and also to identify their strengths and weaknesses. They take on board any comments from parents and also listen to children's thoughts and ideas to ensure continuity within the nursery. The staffing team have a common sense of purpose and work very well together to continually improve opportunities for children to achieve and maximise their individual potential. The manager regularly monitors practice in the nursery and she continually observes and monitors staff's practice. These systems all contribute to improving practice and learning outcomes for the children. The nursery has very good links with parents and staff ensure that they are kept fully informed of their child's day and progress, for example, through daily feedback and regular newsletters. Parents are very keen to express how pleased they are with how the nursery is run and how settled their children are, through comments in questionnaires.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	319370
Local authority	Leeds
Inspection number	918234
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	108
Name of provider	Kenneth and Angela Mountain Partnership
Date of previous inspection	10/11/2008
Telephone number	0113 2326858

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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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