

Little Rascals Day Nursery

Ground Floor, Print House, Northgate, Aldridge, Walsall, West Midlands, WS9 8TH

Inspection date

22/04/2013

Previous inspection date

10/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 provided with a good range of planned activities that follow their ideas and interests. As a consequence, children make good progress in their learning through play.
- Staff are effectively deployed and provide clear guidance about what is acceptable behaviour. They lead by example and, as a result, children behave well and are gaining an understanding of what is expected of them.
- Babies and children are well prepared for the next stage in their learning. This is because staff provide good support to get them ready for the transitions, both within the nursery and on to other settings and school. This ensures children continue to feel safe and secure.
- There is a strong partnership with parents and other professionals involved in children's care and learning. As a result, staff support every child so that no group or individual is disadvantaged.

It is not yet outstanding because

- There is scope to improve the book area in the pre-school and toddlers base rooms to make them more appealing to children, in order to further develop their learning.
- Younger children do not learn the best routine for hand washing because, on occasions, they use the same bowl of water to wash their hands.

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 four base rooms and accompanied children on an outing to the local forest school.
- The inspector held discussions with the provider, chatted with children during their activities and talked with staff.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's learning journey records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.

Inspector

Karen Cooper

Full Report

Information about the setting

Little Rascals Day Nursery opened in 2004 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained building in the Aldridge area of Walsall. The setting serves the local and surrounding areas. There are two areas available for outdoor play.

The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 136 children on roll, all of whom are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting employs 30 members of childcare staff, 22 of whom hold appropriate early years qualifications at level 3 and higher. The provider holds Early Years Professional Status, and eight members of staff are working towards a recognised early years qualification.

What the setting needs to do to improve further

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

- create an attractive book area in all rooms to entice children to enjoy looking at books independently
- review hand-washing arrangements so all children learn the best routines from an early age.

Inspection judgements

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

Children are fully engaged in their play and keen to learn. They enjoy themselves and are relaxed and settled. This enables them to make good progress in their personal, social and emotional development. They have access to a good range of age-appropriate toys and resources and are encouraged to make independent choices about their play. Babies are provided with a variety of sensory experiences that encourages their natural desire to investigate and explore. They enjoy experimenting with a variety of resources, such as sensory bottles, treasure baskets and socks filled with different textures and smells. Older and younger children have access to a sensory room where they talk about the effects of

their actions as they investigate what things can do. Staff encourage children to develop their physical skills as they take part in weekly gym sessions and join in music and movement activities. Babies respond with enthusiasm to action songs and enjoy watching staff use puppets as props, which encourages them to engage fully in the activity.

Since the last inspection, the staff have worked hard to create an exciting play and learning outdoor environment. For example, children learn to care for plants and tend seeds that they have planted, such as, lettuces, peas, potatoes, pumpkins and herbs. This helps promote their understanding of the natural world they live in. They learn to care for the setting's pets and are helped to consider and value each other's differences. Children have ample opportunities to learn about the wider world through a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

Children in all rooms enjoy a good balance of adult-initiated and child-led activities. For example, painting and drawing, and they love exploring straw, shredded paper and mud. Pre-school children enjoy using their imagination during role play and have lots of fun using large empty cardboard boxes to act as a 'Jack in the box'. Younger children enjoy the challenge of an obstacle course. They confidently move their bodies under, over and through various equipment with increasing skill and confidence. Staff are aware of children's preferences to participate in craft activities, and provide lots of opportunities for them to express their creativity, for example, cooking, collage and modelling. As a result, children show that they are gaining many skills in preparation for the next stage in their learning, such as starting school.

Children's early writing skills are developing well because staff shape activities to reflect individual children's stage of development. For example, younger children use their fingers to make marks in flour, while older children experience opportunities to draw and make marks in mud and dry soil during a visit to the local forest school. The early stages of reading and writing are developed as older children are encouraged to recognise their name cards at snack time, and some are able to write their name with support. Younger and older children sit happily to listen to familiar stories. They have access to a variety of books. However, these are not always displayed attractively in some of the children's base room, to entice them to sit and look at books independently in order to inspire their learning.

Good use is made of mathematical language to help children learn about number. For example, staff encourage younger children to count their fingers during their play and join in singing number rhymes. Older children develop their understanding of simple problem solving through activities, such as cooking, construction play and completing puzzles. For example, they know to look for the pieces with the straight edges to create the outline of the puzzle, and confidently match the colours on the other pieces in order to fit them together. Staff constantly talk to the children and encourage younger children to repeat new words. They ensure they sit at children's level so that they can make eye contact with them. This effectively supports children's speaking skills. Children who speak English as an additional language are supported by obtaining key words from parents used by children in their own homes. These are used by staff during the routine of the day. Staff also use simple sign language to communicate effectively with children. This means that children

are helped to make good progress in their early communication and language skills.

Staff take positive steps to obtain detailed information from parents about each child's individual needs and starting points during settling-in times. There are rigorous systems to observe, assess and monitor each child's development. Staff carry out observations across all areas of learning as children play. They identify children's individual next steps, which are used to plan future activities. This ensures children's emerging needs are followed up swiftly. Staff work in partnership with parents and other professionals to identify realistic yet challenging targets for any child with special educational needs and/or disabilities. Staff are very careful to ensure that they monitor the development of children who require additional support, and regularly review children's progress and discuss any concerns promptly. Therefore, all children, including those with special educational needs and/or disabilities, are encouraged to reach their full potential.

Staff have completed the progress check for children aged two, and have shared this with parents so that individual needs are effectively supported. Parents are informed about their children's learning through daily discussions and the sharing of learning journey records. In addition, achievements obtained at home are actively used in planning further activities for the children. This means that children's progress is effectively shared with parents and they are able to contribute to their children's learning.

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

Children have developed warm and caring relationships with their key person and with other staff. Staff are good role models of behaviour and attitude, and children follow their example. They encourage children to use their manners, share, be kind and take turns, and staff regularly praise children for their efforts and achievements. This promotes their self-esteem and, as a result, children are learning about acceptable behaviour.

Prior to starting the setting, staff gather useful information from parents about their children's care routines and individual needs. As a consequence, children benefit from continuity in their care and learning to support them to make the transition between home and the setting. Staff caring for babies are experienced and attentive to their individual needs. Babies are able to sleep according to their needs and are comforted when needed. This is constantly monitored to ensure their well-being as they sleep. Babies and young children's comforters are kept within easy reach so that they can access these at any time. This helps children feel secure.

Staff are deployed well to ensure children receive good adult attention and support. They group children effectively with key persons in small groups. This promotes consistency and enables staff to get to know individual children well. All rooms are inviting and some have been re-organised and altered to improve the layout of the building. For example, there are now quiet areas for younger children to rest and sleep. Children confidently move around their base rooms, and toys and resources are organised to enable them to make choices. Children understand how to keep themselves safe as they learn road safety skills on the regular outings in the community. They know to hold hands with staff and understand how to cross the road safely. Their understanding of safety is further

promoted as they learn about fire safety. Staff practise the evacuation procedure with them to ensure that they know what to do in the event of an emergency.

Staff encourage healthy eating through relevant activities, as well as using discussions to explain the benefits of nutritious food. For example, children discuss the fruits they use to make kebabs and the vegetables that they grow. They know that these help support their good health. They enjoy a varied and balanced diet and are provided with a variety of freshly cooked nutritious meals. Mealtimes are relaxed, social occasions when the children and staff sit around the table to enjoy their food and each other's company. Staff are fully aware of any children who have allergies to specific foods and ensure their requirements are met. Children are familiar with the daily routine and are helped to understand that brushing their teeth after meals helps to keep them healthy. They know to wash their hands at appropriate times throughout the day. However, on occasions, younger children share a bowl of water when washing their hands. This does not help them develop an understanding of good hygiene practice from an early age.

Children are helped to understand how exercise helps them to stay healthy. They have daily access to fresh air and get plenty of robust physical exercise in the outdoor play areas. They also benefit from a range of activities outside the setting. They go for walks to the local shops, go on bus rides and use the local school grounds and fields for organised events, such as sport days. All of these physical activities support children's physical development and good health, and provide opportunities for children to socialise with their peers and have fun.

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

Management ensure that the safeguarding policy is implemented throughout the setting. As a result, staff have a good understanding of their role and responsibility to protect children in their care. Robust vetting and recruitment systems ensure staff are suitable to work with the children. Staff have completed safeguarding training and paediatric first aid qualifications. They have a good awareness of security, and carry out daily safety checks on the premises to ensure that they are safe and secure. The installation of security cameras throughout the building ensures children's safety is further protected. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to children. There are good arrangements for admitting visitors and for handing children over to their parents and carers. This promotes children's safety.

The setting is effectively managed by the provider, who leads by example. As a consequence, the whole staff team share a desire to provide the best possible start for the children and their families. Management and staff work well together and this is reflected in the happy atmosphere created for children. As a result, from the most senior to the most junior, all staff are dedicated to meeting the needs of the children who attend. The provider and management team regularly monitor the delivery of the educational programmes and the setting's care practices. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children progress. Similarly, children's individual learning journey records are regularly checked to ensure

each child is developing well. All staff demonstrate a strong commitment to continuous improvement and regularly attend training to ensure their knowledge is updated. The setting uses self-evaluation to identify areas for improvement, and action plans are in place to bring about continual development. The recommendation from the last inspection has been addressed. For instance, labels and signs displayed around the setting are also written in other languages to help raise children's awareness of writing systems other than English. Everyone's views are valued, including those of parents and children. Questionnaires are provided and carefully analysed. The information is taken into account to help to identify strengths and prioritise development that will improve the quality of provision for all children.

Positive partnerships have been established with parents. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, one parent stated that 'the provider and staff are very supportive, caring and approachable'. Other comments include how parents feel their children have grown in confidence since attending the setting, and that they do not want to leave. Information is shared with parents through ongoing dialogue, text messaging, policies and procedures, and details posted on the notice boards and the website. Staff also work alongside other professionals, such as speech therapists, the area special educational needs coordinator and an educational psychologist. This ensures all children receive support in line with their unique needs. Children benefit from the effective links that management and staff have established with the local schools that they attend. They support children as they move onto school and share children's progress with teachers to further aid transition and to promote consistency in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY290553
Local authority	Walsall
Inspection number	909107
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	136
Name of provider	Little Rascals Childcare (West Midlands) Ltd
Date of previous inspection	10/03/2009
Telephone number	01922 455060

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Type of provision

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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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