

# Rascals Childcare Ltd

Huntingdon Church, Talbot Avenue, RAYLEIGH, Essex, SS6 9HP

## Inspection date

28/01/2014

Previous inspection date

19/06/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 requires improvement

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff make clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff demonstrate sound knowledge of safeguarding procedures in order to keep children safe.

### It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- There are few multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to promote children's understanding of the world further.
- Self-evaluation has yet to be used to fully monitor all areas of the provision to accurately identify potential for improvement.

## **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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.

## **Inspector**

Clair Stockings

## Full report

### Information about the setting

Rascals Childcare Ltd was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a hall in Rayleigh, Essex. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 9am until 11.30am and 12.30pm until 3pm. A breakfast and after school club is also available. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children and there are 53 children on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 11 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2 and nine at level 3 and above.

### What the setting needs to do to improve further

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

- improve the level of challenge provided for children and support them to make more rapid progress by effectively using the assessment of children's skills interest and development to inform the planning of activities.

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

- extend ways of supporting children's growing understanding of family, the community and the wider world to broaden children's knowledge and reflect an inclusive ethos
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use their knowledge to plan a satisfactory range of experiences for the children. They observe the individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Children arrive and after saying goodbye to their parent or carer explore the environment and settle down with their choice of play. Children thoroughly enjoy play with construction blocks, working cooperatively with peers to build a tower. Staff extend children's learning as they sit close by and talk about what they are doing and share ideas to further promote these learning experiences. Children enjoy creative play where they can access a variety of materials and enjoy painting and watching the colours mix and blend together. Staff promote the communication and language skills of all children, including those learning English as an additional language or those with a special educational need and/or disability. For example, children are confident enough during registration time to stand up in front of staff and their friends to share their news from home. They know and are able to recite enthusiastically the days of the week, supported by staff. Staff organise a group time at the end of the morning where the children come together for some singing and a story. As a result, children make sound progress in their communication and language skills. Accessible writing materials are available for all children to practise their early writing skills. Staff extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while playing with number tiles, staff encourage younger children to talk about the shape and size of the pieces they are using.

Children enjoy leading their own play and take part in activities which are guided by adults. For example, children maintain focus for sustained periods of time when they decorate biscuits with staff. They adeptly spread icing and sprinkle marshmallows, and smile as staff praise and acknowledge their efforts. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys outdoors. This promotes children's physical development and encourages them to get better at things through effort and practice. Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning,

supported by the cheerful interactions of the staff team caring for them. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors. The nursery is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there are fewer multicultural resources in the role play area to fully reflect diversity to help children learn about similarities and differences between themselves and others.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and vegetables and children's individual dietary requirements are met. Staff discuss the importance of hand washing with children in order to protect them from harmful germs. Staff give children appropriate support in managing coats, hats and gloves as they prepare for play outdoors. As a result, children achieve some independence in hygiene and managing their personal care.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios and staff supervise children appropriately to meet their needs and promote safety. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which

identify some training needs. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, recent training on behaviour management supports them to manage children's behaviour. Staff use positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their self-confidence and esteem. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager demonstrates a commitment to the continual development of the whole provision. For example, a recommendation from the previous inspection to enhance the outdoor area has been successfully addressed. This helps to promote good outcomes for children. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. They are regularly informed about their child's learning through daily verbal feedback and informative newsletters. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Staff promote sound links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY299101
<b>Local authority</b>	Essex
<b>Inspection number</b>	952455
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Rascals Childcare Ltd
<b>Date of previous inspection</b>	19/06/2009
<b>Telephone number</b>	01268 786893

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

