

Rascals

The Old House, Keelby Village Hall, King Street, Keelby, GRIMSBY, N E Lincolnshire, DN41 8EE

Inspection date	22/05/2014
Previous inspection date	07/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The manager works alongside staff and regularly observes and monitors their quality of teaching. Consequently, children continue to receive high quality learning experiences.
- Children are well safeguarded. All staff are informed about child protection issues and the premises are safe. This ensures that all staff understand how to keep the children and themselves safe and follow all necessary guidelines.
- Relationships with parents are strong and information is regularly shared with them, so that children's individual care and learning needs are well met. As a result, children are emotionally prepared for learning.
- The manager is committed to continually developing the nursery and takes targeted steps to address any areas identified for improvement. This means that the nursery has the capacity to sustain improvements made and to build on them.

It is not yet outstanding because

- There is scope to build on the good use of peer support, supervision and appraisal of staff to further enhance quality learning opportunities for children.
- Opportunities for children to develop critical thinking skills are not fully developed as some staff do not always make the most use of open ended questions to enhance and extend children's learning experiences.

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 throughout the nursery and in the outside area.
The inspector checked evidence of staff suitability to work with children, the provider's self-evaluation and action plans in place, to secure continued improvement.
- The inspector spoke with the provider, staff and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.

Inspector
Kathy Kilner

Full report

Information about the setting

Rascals was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in The Old House in Keelby, Lincolnshire. Children are cared for in two main designated playrooms, one for babies and one for children over the age of two years. The setting also provides care for school-aged children and additional playrooms are set up as and when required to ensure all children have appropriate space to play. The main village hall is also occasionally used by the setting and all children access an enclosed area for outdoor play. The nursery employs six members of childcare staff, plus the owner, who is also the manager. They also employ an administrator who occasionally works with the children. Of the childcare staff, two staff hold degrees in childcare, two hold appropriate qualifications at level 2, one at level 3 and the manager holds a qualification at level 4. The nursery opens Monday to Friday all year round, closing for bank holidays and the week between Christmas and New Year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children on roll, 23 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds and supports 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:

- strengthen the good use of peer support, supervision and appraisal systems that are already in place to further support the professional development of staff
- build on opportunities to enhance and extend children's learning and understanding by ensuring that all staff are supported in being able to ask open-ended questions that support children's thinking skills.

Inspection judgements

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

Children are enthusiastic and motivated learners supported by staff who understand how young children learn. Staff observe children as they settle into the nursery and speak to parents to find out together, what children can do. This information, followed by accurate observations and assessments, creates a clear picture of children's current learning and informs next steps for future learning and progress. Individual planning is completed by each child's key person. Staff support and challenge children's learning in their own play. They provide well-planned, purposeful and challenging activities that support all seven areas of learning. As a result, children are making good progress in relation to their starting points. Parents are actively engaged in their children's learning. Staff provide

them with regular summaries of learning, such as the progress check at age two and regularly share information about their progress and next steps in learning. This means that parents know what their children are learning and are able to support them at home. Precise monitoring of children's learning means that all children, including those with special educational needs and/or disabilities, are making good progress. Any gaps in children's learning are quickly identified and addressed. This means that staff target support where it is needed and that children are well prepared for the next stage in their learning, such as school.

Staff place a strong focus on communication and language development and demonstrate effective teaching skills. Babies' language skills are supported as staff listen carefully to them and value their attempts to communicate and repeat the sounds they make in turn taking 'conversation'. Staff match words and gestures to actions so that children can link what is happening. This develops children's understanding and thinking. For example, as babies hide behind hanging drapes of fabric, they giggle and peep out at staff. Staff ask, 'Where are you? Are you hiding?' Staff repeat the words, covering and uncovering their faces and ask them if they are going to hide again. Older children use a funnel in the water and staff support their language and exploration of position and size. They explore together how the water goes in the little hole at the top and out of the big hole at the bottom. Staff repeat the words as children continue to experiment with the funnels. Most staff ask questions that promote thinking rather than questions that require a definite answer. However, not all staff consistently use open ended questions to enhance and extend children's learning experiences. A range of everyday sounds are explored in play and in daily adult-led activities children look at the sounds individual letters make. Children are encouraged to link actions to remind them of the sound a letter makes and to say it correctly. For example, they hold up a finger and blow on it saying the letter 'p' and are asked if they can feel the air on their fingers. Children match sounds, saying the correct rhyming word as they share familiar books at story time. This encourages children to hear and say different letter sounds and words that sound the same and prepares them for when they are ready to learn to read and write.

Children are well supported in the prime areas of learning, physical, emotional and communication skills, and also have many opportunities to develop in all areas of learning. Exciting opportunities to go on a fairy hunt develop children's imaginative and social skills. The children are motivated and enthusiastic as they look everywhere for the lost fairy. Children explore marks on a jug and the numbers beside them as they play in the water tray. Staff teach them what the marks and numbers are there for. As children listen to a story about food and count the peas on their fingers, staff support them to count together, which they manage accurately up to 13. This effective teaching of mathematics in everyday routines is securing children's understanding of numbers, size and mathematical language.

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

Staff have created a warm and reassuring environment. The key person system is effective and as a result, strong attachments with the children and parents have been

formed. As a result, children show that they are happy and content. Staff in the baby room provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. Older children are quick to seek out staff for a cuddle if they become tired or need reassurance. The song at welcome time is personalised for each child making them feel special, building their self-esteem and preparing them emotionally for learning. Children eagerly share objects from home that begin with the letter they are currently learning about. This links home and nursery for the children and supports them as they move between the two places. Visits to school when children are ready to move, further support children's confidence and well-being.

Children have opportunities to play and explore and are active learners. They demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. For example, they choose which resources to use and how to use them, pour their own drinks and serve themselves nutritious home-cooked food at lunch time. Staff give children time to find out things for themselves and know when to join in with play and when to stand back and observe them. Children know how to keep themselves safe and are good at putting back resources they have used in containers or on mats. They understand that they need to keep the floor space clear so that they do not fall over things and hurt themselves. Staff are good role models and praise children for positive behaviour. Messages given about inappropriate behaviour are clear and consistent. Consequently, children demonstrate good behaviour throughout the nursery because they know what is and is not expected of them.

Staff demonstrate a good understanding of the importance of regular physical activity and model this to the children. Staff support children as they make paper aeroplanes, which they have fun folding and then throwing. Outside, children have races with staff and they carefully and skilfully balance on planks of wood supported by crates. The outdoor area has a variety of resources to support physical development, such as digging areas, a sand kitchen and a large weaving frame. Mats and gazebos outdoors ensure that all children, including the younger babies, can benefit daily from fresh air and exercise. Children independently wash hands before and after food and when they come in from outdoor play. As a result, health and hygiene practice throughout the nursery is consistently good.

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

The manager has led a concerted drive to meet the actions raised at the last inspection. All staff have completed safeguarding training and have developed their knowledge and understanding of policies and procedures. Some staff have completed additional on-line courses to further develop that knowledge. All staff have a sound understanding of the possible indicators of abuse and how to proceed should they be concerned regarding the welfare of any child in their care. They are very clear about the procedure they would follow should there be any allegations against any adults who have regular contact with the children. Recruitment procedures are robust and ensure that all members of staff are thoroughly vetted and are suitable to work with children. All areas accessed by children

are free from hazards and the staff team ensure effective risk assessments are carried out throughout the day to keep children safe from harm. Consequently, children remain safe and secure while at the nursery.

The manager regularly observes and monitors the quality of teaching of the staff team. She has recently introduced peer-on-peer observations to support the continuous professional development of the staff team. However, this is not fully embedded into practice to enable them to consistently reflect on how well they are teaching children and the progress that their key children are making. Training is identified and when completed the content of the training is noted and discussed at staff meetings. This ensures that there is consistency in what is offered to the children. The manager uses the staff's precise tracking of their key children's progress to monitor the effectiveness of the educational programmes. She maintains an accurate overview of children's learning and development. This ensures that progress is good.

The manager and staff show a positive approach to improving the service that they provide. Since the last inspection the manager has worked closely with the staff team in reflecting and improving upon their practice and with support from their local authority they have successfully addressed all actions from the last inspection. The nursery are proactive in their approach to sharing information with other providers and well-established partnerships with parents, school and other agencies make a strong contribution to meeting children's needs. This collaborative approach enables everyone involved with the children to work together to effectively support children's progress in 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	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

Unique reference number	EY377471
Local authority	Lincolnshire
Inspection number	965329
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	60
Name of provider	Sally Louise MacFarlane
Date of previous inspection	07/01/2014
Telephone number	07521 733 303

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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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