

# Little Rascals Day Nursery (Station Road)

Station Road, Wellgarth, Crossgates,, Leeds, West Yorkshire, LS15 7JY

<b>Inspection date</b>	28/08/2014
Previous inspection date	16/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 quality of teaching is good. Staff support children's learning through talk and skilled open-ended questions that explore what the children are thinking about. This extends their communication and language skills and promotes their learning.
- Partnerships with parents are good. Key persons design learning plans for children based upon information from parents and their own observations. As a result, activities incorporate children's interests and they are fully motivated to learn.
- Staff are secure in their knowledge and understanding of safeguarding matters and confidently discuss their practice. As a result, children's safety, health and well-being are effectively supported.
- The management team show a strong commitment to improve the nursery through comprehensive improvement plans that are well directed, in order to strengthen practice in all areas for the benefit of the children.

### It is not yet outstanding because

- Children are not consistently supported to realise why some actions, such as running inside, are not appropriate, to fully ensure their safety and that of others.
- Older children's use of mathematical language is not always fully extended by staff to compare quantities.

## 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 had a tour of the premises and observed activities in all the nursery rooms and outdoors. She also observed the snack time and lunch arrangements.
- The inspector spoke to the manager, proprietor, staff and children throughout the inspection and carried out a joint observation with the manager.  
The inspector looked at children's profiles containing observations, planning documentation and assessment records. She also looked at evidence of the suitability and qualifications of staff, the self-evaluation and improvement plans and a selection of policies and risk assessments.
- The inspector held meetings with the manager, deputy and proprietor.
- The inspector took into account the views of parents spoken to on the day and through their written feedback.

## Inspector

Caroline Stott

## Full report

### Information about the setting

Little Rascals Day Nursery registered in 1997 and is registered on the Early Years Register. The nursery is one of two provisions owned by a private provider. It operates from four rooms in converted school premises, in the Crossgates area of Leeds. There is an enclosed area available for outdoor play. Opening times are Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and a week at Christmas. The nursery employs 25 members of staff. There are 21 members of childcare staff, including the proprietor and manager. Of these, the proprietor holds Early Years Professional status and the manager has a level 5 childcare qualification. A total of 15 staff members hold appropriate early years qualifications at level 2 and 3 and four staff are unqualified. There are currently 72 children attending who are within the early years age group. The nursery serves the local area and is accessible to all children. It receives funding for the provision of free early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The nursery supports a number of children with special educational needs and/or disabilities. It receives support from the local authority.

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

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

- enhance children's understanding of the need for safety indoors and how to manage some risks by giving clear and consistent explanations of why certain actions are not appropriate and why some actions can hurt or harm others
- support older children further by using consistent mathematical language, such as more and fewer to compare differences in quantities.

## Inspection judgements

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

The quality of teaching is good and staff ensure that all seven areas of learning are covered in their planning. The environment is effectively organised for children to learn as they play with activities designed around their interests. This means children have good opportunities to take ownership of their learning and become independent and active learners. For example, toddlers explore free-painting from their interest in finger painting. Older toddlers explore animals through painting their representations and staff paint the children's faces like the representations, if they wish. The theme of 'time' is extended further for older children's interest in watches, as they engage in a game about time and visit local shops. This enables staff to provide experiences matched to children's current interests and learning needs to extend and consolidate what they know and can do. As a result, new ideas and concepts are explored. This means that children make good

progress in their learning. Staff complete regular observations and gather observations from parents to assess what children like to do and plan stimulating experiences that support children's development. Individual learning profiles are in place for all children and show the progress they are making in their learning and development. The children's play is evaluated regularly to identify their next steps in learning and inform the key persons' individual planning. Consequently, children achieve good levels of development for their age and make good progress to prepare them for their next stage in learning, such as school.

Children's communication and language development is good because staff use stories, signs, songs and rhymes effectively to support and help children develop secure speaking and listening skills. For example, baby room staff support babies' recognition of a rhyme by encouraging them to pick a picture card. This card is used alongside a matching song sheet to visually stimulate babies understanding further. Staff enthusiastically sing rhymes and songs, in conjunction with the use of signs placed consistently across all the rooms, to engage children further and enhance their communication. Toddlers listen to a story about animals and staff promote their listening and attention skills further, through introducing puppets. Older children explore the concept of time, through matching pictures to the morning or afternoon column. Staff use open-ended questions, to help children to think and give them time to formulate their answers. This is extended even further by discussing and explaining the concept of 'twice a day' and counting the different columns. However, staff do not seize on every opportunity to extend the older children's mathematical language. For example, while comparing two sets of objects using words, such as 'more' and 'fewer'.

There is good communication with parents. Children's starting points on All about me sheets are completed by parents before their children start at the nursery. This provides the parents with the opportunity to share children's initial interests and achievements and any concerns they may have. Parents' continually feedback to key persons about what children are doing at home and this contributes to the planning of children's activities. All key persons know their children well and have good supportive relationships with parents. The rooms' newsletters, the nursery social webpage and the parent's notice boards keep parents informed about staff changes, the 'sign', 'book of the month' and also any other changes. For example, information is provided as to how children in the older room carry out self-registration. Parents of children with special educational needs and/or disabilities are regularly invited into the nursery to discuss individual learning plans and create appropriate realistic targets for children to support their progress further. This partnership is used effectively to help children to feel confident and to make good progress in their learning.

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

The established key person system helps children to form secure attachments and promotes their well-being and independence. Staff give their time to children and parents from the minute they arrive. This supports children to feel at ease to talk and interact with their friends, staff and visitors. The key person observes what children are particularly

interested in and discuss this with parents, gathering and sharing observations regularly. These children's interests are incorporated into the daily activities and experiences on offer. For example, toddlers explore shredded paper, hunting for hidden objects and staff promote the idea of 'hoof prints' in the sand. This inspires children to independently access the wide range of resources and choose what to play with. They eagerly explore their surroundings and interact with staff well. Children's physical development is supported effectively. Younger children have daily outdoor access, to promote outdoor activities as part of a healthy lifestyle. Older children's physical development is provided for through being able to choose when they access the outdoor area. They also eagerly engage in daily exercise sessions supported through the use of the interactive board. Children pick their choice of exercise and fully follow the displayed combination of movements. This successfully encourages their control in large and small movements and helps them to feel physically and emotionally healthy.

Children's behaviour in the nursery is good because staff are effective role models. Children learn to play together and cooperate and take turns. Staff give them lots of praise and encouragement and this builds their self-esteem and confidence. Staff teach children about safe practices. Babies are gently reminded to come down the small slide in their room on their bottoms. Older children move objects out of their way outside to engage in a game. Toddlers are reminded not to run inside their rooms. However, there are opportunities for staff to give further consistent explanations of why some actions are not appropriate and why some actions can hurt or harm others, to ensure all children remain safe. Snack time offers children a choice of fruit and the children voluntarily display excellent manners. Older children are encouraged to go to the bathroom to wash their hands before touching food ensuring good hygiene practices are followed. The cooks prepare healthy meals and the wide menu is displayed for all to see. The lunchtime routine motivates older children to independently sit with friends and serve their food. This very effectively supports their confidence, as they discuss choices and talk about the different foods on offer, promoting their awareness of a healthy diet.

Parents are offered gradual visits to the nursery to help children settle. Key persons work closely between rooms and with parents to help children make a smooth move into their room. Parents and staff use various documents to exchange information on children's initial care needs and their ongoing interests. As a result, key persons have a good awareness of children's individual needs and they settle quickly. Good links are in place with the local children's centre and schools. Transition forms are completed for the schools and other settings children attend as required. As a result, the staff provide continuity for children in their care and aid moves to the local schools and other settings that also deliver the Early Years Foundation Stage.

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

Safeguarding is effective because the safeguarding and welfare requirements are fully understood by the management team and all the staff. They all complete safeguarding training and are aware of local safeguarding procedures. They know who to contact and

the procedure to follow if they are worried about a child's welfare. The main door to the nursery is secure and parents and visitors ring the doorbell to gain entrance. The provider has a clear recruitment procedure and all staff are subject to identity and suitability checks when they are recruited. Staff's ongoing suitability is maintained by inductions, appraisals, training, supervision meetings and observations of their practice. This ensures that staff practice and the quality of teaching is monitored well and training needs are identified and taken up as required. Policies, risk assessments and procedures are continually updated to take into account any changes. Staff-to-child ratios are appropriately maintained at all times and staff are deployed effectively to ensure children's needs are met. The management team have completed a detailed self-evaluation that identifies strengths and weaknesses. They have established a robust improvement plan that shows how they have met targets and aims. Consequently, all actions and recommendations for improvement raised at the last inspection have been addressed successfully. For example, an issue with the building's entry system was immediately addressed by changing the door security system. Also inner doors with a key code have been added to maintain children's safety. Therefore, the nursery's capacity for continuous improvement is good.

The management team and the staff demonstrate a secure understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. Children's learning is assessed on entry and checked throughout their time in the nursery. The key persons use tracking documents and individual planning, and collect data and information on children's progress. They use these documents effectively to identify gaps in children's learning or development. Individual educational plans are completed for children with identified needs, to ensure they are supported to meet their individual targets. This means that any delays or gaps in children's learning can be quickly identified and addressed. The manager monitors the children's learning profiles in order to check that the quality of the educational programmes is maintained. She discusses children's progress with key persons regularly to ensure they give a true reflection of children's development. The manager regularly observes staff performance and room leaders monitor their own team's practices. As a result, the quality of teaching and children's learning is continually checked to ensure all rooms provide a broad range of learning experiences across the seven areas of learning.

Partnerships with parents and other professionals are good. Parents are made welcome and come into the nursery, where they can gain a further understanding of their child's development, which promotes learning and development at home. For example, the many wall displays and individual room newsletters are aimed to support parents. These provide information about nutrition, moves to school and the changes to the planning systems the key persons now use. The children's development profiles are freely available and all parents spoken to during the inspection are very happy with the care and education their children receive. Questionnaires and a comment box are used to seek the views of parents. There are very good relationships with the many local schools and the children's centre. The nursery staff and staff from the children's centre work together in a variety of sessions, to support parents and children. The management team attend meetings with other professionals in order to support individual families and children to secure appropriate interventions and support as needed. External agencies and services are welcomed in order to fully meet children's individual needs. This means all parties are

working cooperatively in the best interests of the children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	319382
<b>Local authority</b>	Leeds
<b>Inspection number</b>	965288
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Kenneth and Angela Mountain Partnership
<b>Date of previous inspection</b>	16/01/2014
<b>Telephone number</b>	0113 232 6757

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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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