

# Rascals Day Nursery

The Old School, 400 Little Wakering Road, Barling, Southend on Sea, Essex, SS3 0LN



## Inspection date

28 May 2015

Previous inspection date

6 December 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children and babies are motivated to learn and make good progress from their starting points. This is because staff routinely observe and assess their achievements, to help plan for each child's next steps and effectively support their individual learning.
- Children and babies are happy and confident in the nursery because they share secure and caring relationships with staff. This also enables children to develop effective relationships with each other and they play harmoniously.
- There are strong partnerships with parents, other professionals and local schools. This ensures that children receive effective support and successfully promotes a consistent approach to children's learning and development, particularly when starting school.
- Children are safeguarded well. This is because all staff understand and implement the policies and procedures designed to keep children safe and protect them from harm.
- The management and staff are committed to reviewing the quality of teaching and use reflective practice effectively to drive forward improvements. Self-evaluation is a team effort and also includes the views of parents and children.

### It is not yet outstanding because:

- Planning sometimes tends to focus on adult-led activities and this means that there are occasions in the daily routine when the older children's independent play is unnecessarily interrupted.
- Staff do not make the most of opportunities for children to develop their imagination and investigative skills in the outdoor area.

## What the setting needs to do to improve further

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

- review the routines and adjust planning to provide more emphasis on exciting and imaginative child-led activities, to fully meet the interests of the older and more-able children
- extend opportunities in the outdoor area for children to develop their imagination and exploration skills, for example, by offering a wider range of accessible toys and creative resources in the outdoor area rarely used by children.

### Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the provider, managers, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of how young children learn. They speak clearly to children to accelerate their language skills and introduce new words. An interesting blend of adult-led experiences and activities, which children choose for themselves, are available each day. Children and babies are introduced to many indoor sensory opportunities to investigate and explore. For example, they mix ingredients to make play dough, experiment with compost and take part in finger painting. However, on occasion, staff interrupt the older children's independent play by following the nursery routine too rigidly. This means that the older children are occasionally unable to persevere with the high-quality learning experiences that keep them absorbed and intrigued in purposeful play. Nevertheless, children become well-equipped with the skills they need for future learning and starting school. This is because staff plan a good variety of experiences that promote problem solving and develop early writing and technology skills. Children write clear captions for labels and use mathematical language during practical learning experiences.

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

Children and babies display a strong sense of belonging and security within the setting. This is because the key-person system is highly effective and also provides parents with a familiar person to share key information with. Staff are positive role models and offer praise and encouragement for children's efforts. This helps to build confidence and good self-esteem. Children have good opportunities to develop their sense of responsibility and their independence skills. They pour their drinks, serve their own food and help to prepare the snacks. Staff consistently draw children's attention to health and safety routines, such as putting on sun lotion and wearing sun hats before anyone goes out to play in warm weather. Children and babies enjoy exercise in the fresh air and they develop their physical skills using a variety of apparatus or wheeled toys. However, there is potential to develop further some areas of the outdoors that are rarely used, to enhance the opportunities for children to investigate, experiment and use their imagination.

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

The nursery management has a good understanding of the requirements of the Early Years Foundation Stage. The managers are effective role models and work alongside the staff team to support their work. The provider oversees staff's performance through regular observations and appraisals. Staff are encouraged to extend their qualifications and attend short training courses to raise the quality of care and learning. At staff meetings, new information is cascaded to provide fresh ideas and raise standards. Action plans to drive forward improvement are in place. For example, the manager is keen to fully embed new tracking tools to assess and review all the children's development even more securely. Parents have regular opportunities to become involved in their children's learning and say they are very pleased with their children's progress in the nursery.

## Setting details

<b>Unique reference number</b>	EY415045
<b>Local authority</b>	Essex
<b>Inspection number</b>	851579
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	61
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Polardreams Limited
<b>Date of previous inspection</b>	6 December 2010
<b>Telephone number</b>	01702217589

Rascals Day Nursery was registered in 2010. It is one of two nurseries run by Polardreams Limited. The nursery employs 14 members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 4, five staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. The nursery also employs a cook and a drama teacher. The nursery opens from Monday to Friday, all year round. Opening times are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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