

Childminder Report

Inspection date	22 September 2015
Previous inspection date	25 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The organisation of the physical environment when children are leading their own play limits their opportunities and does not reflect the different ways in which children learn.
- Staff are not yet analysing any gaps in achievements between different groups of children and finding ways of closing these.
- Arrangements at meal and snack times do not foster a sense of belonging or social interaction for all children.
- There are some areas not designated for childcare that are accessible to children.

It has the following strengths

- Leaders are committed to raising standards and are implementing systems to improve the performance of staff.
- The key person system works well. Staff are able to talk confidently about children's individual progress and the next steps in their learning.
- Children are well behaved and are often seen playing co-operatively with one another.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ reduce risks to children by ensuring areas not designated for childcare, such as separate family accommodation and storage areas are inaccessible to children 	08/10/2015
<ul style="list-style-type: none"> ■ ensure the organisation of the physical environment when children are leading their own play, provides them with the required breadth of experiences and takes into account the different ways in which they learn. 	08/10/2015

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

- improve the arrangements at snack and meal times to foster a sense of belonging for all children and opportunities for them to interact with one another
- devise and implement systems to analyse any gaps in achievements between different groups of children and devise ways of closing those that are identified.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector spoke to members of staff and children during the inspection.
- The inspector held a meeting with the provider who is also the manager.
- The inspector carried out joint observations with the manager.
- The inspector gained information about support given to the setting from the local authority
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including a sample of policies and procedures.

Inspector

Joan Isabel Madden

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders are committed to raising standards and reasonable progress has been made since the last inspection. The effectiveness of checking staff performances and providing support has improved. Staff are more knowledgeable and better equipped to deliver the requirements of the Early Years Foundation Stage including those for learning and development. As a result teaching is beginning to improve particularly with activities guided by staff. However, there remains a considerable weakness with the organisation of the physical environment which restricts opportunities for children. Staff are not yet analysing any gaps in achievements between different groups of children and targeting these. Safeguarding is effective, staff understand their responsibility to protect children from harm and know how to follow procedures. Parents speak very highly of the provision and are well informed about their children including their progress and development.

Quality of teaching, learning and assessment requires improvement

The key person system works well. Parents contribute to children's starting points on entry, which helps staff get to know the children initially. Staff are able to talk confidently about the children's progress in their group and the next steps in their learning. Activities led by adults are well planned and successfully engage children. As a result clear learning and checking of children's progress takes place. The organisation of the physical environment for when children are leading their own play is restricting. It does not ensure they have the required breadth of experiences or take into account the different ways in which children learn. For example, children do not always have the opportunity for sustained involvement in their chosen activity as they move around the nursery at set times. Children are suitably prepared for school, for example, they are encouraged to develop their self-help skills. Positive links with local schools further prepare children for the next stage in their learning.

Personal development, behaviour and welfare require improvement

The well-established key person system helps children to form close bonds. Staff gently help to settle children and offer reassurance when it is required. Children are well behaved and are often heard saying 'please' and 'thank you'. They are rewarded for using social conventions in that it encourages them to share and be kind to one another. Children benefit from healthy meals and snacks. However, not enough importance is given to children feeling a sense of belonging when eating. This is because the seating arrangements can leave children at different heights or separated from the majority. This limits their opportunities for interacting with one another. The provider is not meeting the requirements for safety as areas not designated for childcare, such as separate family accommodation and storage areas are accessible to children.

Outcomes for children require improvement

The outcomes for children are beginning to improve. The majority of children are working within the range of development that is typical for their age. However, staff do not identify gaps in learning between different groups of children.

Setting details

Unique reference number	EY421862
Local authority	Cumbria
Inspection number	1025703
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Age range of children	37 - 0
Total number of places	37
Number of children on roll	37
Name of provider	
Date of previous inspection	25 February 2015
Telephone number	

Little Rascals Nursery was registered as childcare on domestic premises in 2011. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in Troutbeck Bridge, Windermere, Cumbria. The nursery is open Mondays to Fridays from 7.45am until 6 pm for 51 weeks of the year. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at Level 6 with Early Years Teacher Status, three staff are qualified to Level 3 in childcare and two to Level 2. The nursery receives funding for two, three and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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