

Little Rascals Pre-School

Play Rascals Ltd, Rascals House, Telford Road, Clacton On Sea, CO15 4LP



Inspection date

Previous inspection date

17 May 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is effective. Staff have a good understanding of how children learn. They provide a stimulating environment that promotes children's imagination and gives them plenty of choice. Children make good progress and develop the skills they need for future learning.
- Children are happy and settled. There are very good arrangements for supporting new children joining the pre-school. The key persons carry out home visits so they can help children get to know their new carers. Parents provide helpful information about children's needs, routines and capabilities so the key persons can plan activities in tune with children's interests and starting points.
- Children behave well. They follow instructions and understand the clear rules and boundaries of the pre-school. Children listen attentively when others are talking and are continually encouraged and praised by staff.
- Since the pre-school opened, regular evaluations of activities and action plans for improvement have been implemented and acted on. Staff have identified their strengths and weaknesses and effectively made the necessary improvements. The views and opinions of parents and children are also used to help the pre-school maintain continuous improvements.

It is not yet outstanding because:

- Staff do not always provide children with sufficient opportunities to communicate their ideas and formulate responses to questions.
- Although staff plan interesting activities linked to each area of learning, children have fewer opportunities to develop their understanding of basic technology.

What the setting needs to do to improve further

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

- support staff to give children sufficient time to be able to think about their responses and communicate their ideas
- extend opportunities for children to explore basic technology and learn about the different ways it can be used.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed 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 of inspection.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are passionate about providing high-quality care. Arrangements for safeguarding are effective. The manager and staff are confident in their safeguarding roles. They know how to make a referral, who to report their concerns to, and what neglect looks like. The manager effectively monitors the ongoing suitability of staff. Team meetings and in-house training events are used well to improve staff's practice. Staff are also encouraged to undertake further qualifications and research topics that may help their teaching. The manager and staff team effectively track the progress of both individuals, and different groups of children. This ensures they have a firm understanding of all children's achievements and helps to identify any gaps in learning. Staff have established good links with the local primary schools. They understand the importance of working closely with teachers to promote a smooth transfer as children move on to full-time education.

Quality of teaching, learning and assessment is good

Children access an effective blend of adult-led activities and experiences they choose for themselves. Key persons know children well and build on their interests as they play. This motivates children to persist at their chosen activity. Children count up to 10 and beyond with confidence and they enjoy writing and reading activities. In the garden, they explore, experiment and develop their understanding of the natural world. Staff use an online system to assess and track children's progress. This enables parents to instantly see their children's achievements and they can add their comments about their children's learning at home. Parents say that staff keep them well informed about their child's care and learning.

Personal development, behaviour and welfare are good

All children are happy, settled and have secure relationships with staff. Staff are kind and attentive and meet children's individual needs. Staff help children to take responsibility for their own self-care, by encouraging them to try simple tasks. Children put on their jackets before going outside and serve their own food at snack times. Staff teach children about staying safe, both indoors and outside. For example, they are taught to take care as they go up and down the stairs. Children's physical well-being is effectively promoted. Staff promote exercise and children enjoy taking part in music and movement, running around outside and balancing on the small beams.

Outcomes for children are good

All children make good progress, including those who receive additional funding. Children share secure relationships with their friends and thoroughly enjoy the time they spend together in the pre-school. They listen attentively to staff and are developing good concentration skills. Children learn the key skills to prepare them for future learning and in readiness for the move on to school. They become confident in identifying letter sounds and spontaneously use books to retell stories to their friends.

Setting details

Unique reference number	EY473949
Local authority	Essex
Inspection number	975686
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	33
Name of registered person	Bridgetrack Ltd
Registered person unique reference number	RP904869
Date of previous inspection	Not applicable
Telephone number	01255 688800

Little Rascals Pre-School was registered in 2014 and is run by a limited company. The pre-school employs six members of childcare staff. Of these, four staff hold an appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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