

Rascals Childcare Limited

Rascals Childcare Ltd, Huntingdon Hall, Talbot Avenue, RAYLEIGH, Essex, SS6 9HP



Inspection date	27 June 2017
Previous inspection date	23 January 2015

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

- Children are motivated and keen to learn. Staff use effective teaching strategies and plan high-quality learning experiences. Children make good progress and develop the skills they need for future learning.
- Children and babies are happy and settled. All children have created attachments with their key person and show they have a sense of belonging in the nursery.
- The nursery has established strong partnerships with parents. Staff ensure that parents are fully involved from the moment their children start to attend. This collaborative approach continues throughout the children's time in the nursery.
- Children behave well and play harmoniously. They display kindness and respect for each other. Staff support children to understand the boundaries and how to play safely.
- The management and staff use self-evaluation effectively to review practice, set targets and maintain the good level of provision. The views of children and parents are carefully considered. Parents make very complimentary comments about the nursery and commend the care, love and attention shown by the staff team.

It is not yet outstanding because:

- Systems for monitoring the progress made by different groups of children are still developing. The management team is not yet fully analysing variations to reduce any difference in achievements.
- Staff do not always make the most of opportunities to help children to persevere, play without interruption and continue exploring an activity to extend their ideas.

What the setting needs to do to improve further

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

- strengthen the monitoring of the progress made by different groups of children and use this information more sharply to identify variations and increase the potential for all children to achieve at the highest possible levels.
- enhance opportunities for children to follow their interests, persevere and extend their imagination and own ideas.

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 office manager and viewed a sample of the children's development records.
- The inspector held discussions with the office manager, deputy, staff and children.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment, policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written testimonials.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

There is a strong team spirit in the nursery. The deputy and staff capably ensure that sessions run smoothly in the absence of the manager. The management team provides effective support for staff. Training and supervision meetings support staff to develop their knowledge and skills and build on the level of their qualifications. The arrangements for safeguarding are effective. Staff understand their child protection responsibilities and place a strong focus on keeping children safe. They all know what to do if they have a concern about a child's welfare. Robust recruitment procedures ensure the suitability of staff. Good health and safety policies and procedures are in place and can be seen in practice. High priority is given to ensuring that older children are safely escorted between the nursery and the local primary schools. Staff also build good relationships with the teachers to help ensure there is a seamless transfer and continuity in care and learning when children start school.

Quality of teaching, learning and assessment is good

Staff know children very well and plan a wide range of activities and experiences that engages them. Assessments of individual children's progress are robust and include all those involved with the child's learning and development. Information from the staff's observations is used effectively to inform planning and helps to ensure that activities are tailored to children's individual needs. Children are becoming confident communicators. They enjoy listening to stories and staff use meaningful conversations to extend children's knowledge and understanding. Staff support babies and toddlers to acquire early language skills. They encourage the repetition of words and introduce new vocabulary as they explore the resources together.

Personal development, behaviour and welfare are good

Staff are patient, caring and calm role models. They deploy themselves well to keep children and babies safe and provide them with any support they may need. Staff support children's understanding of healthy lifestyles and positive hygiene procedures. Children eagerly anticipate going outside and enjoy energetic activities in the garden. They also explore a wider range of movements as they take part in indoor circle games with their friends. Staff help children to understand about similarity and difference. They learn to share and take turns. Children play with toys and look at books that portray positive images of diversity in society.

Outcomes for children are good

All children and babies make effective progress from their starting points. They choose what they would like to play with and willingly try new activities. Older children confidently recall past events, talk about their family and friends and develop good social skills. They are keen to demonstrate their independence in readiness for starting school. Children recognise and sound out the letters in their name. They develop their early mathematical skills and point out and name numbers and shapes as they play.

Setting details

Unique reference number	EY299101
Local authority	Essex
Inspection number	1092188
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	40
Number of children on roll	87
Name of registered person	Rascals Childcare Limited
Registered person unique reference number	RP525221
Date of previous inspection	23 January 2015
Telephone number	01268 786893

Rascals Childcare Limited registered in 2005. The nursery employs 15 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3 and five hold level 2. The nursery opens Monday to Friday for 50 weeks of the year. Opening times are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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