

Rascals Pre School Nursery

Community Centre, Caldbeck Road, WHITEHAVEN, Cumbria, CA28 6XQ



Inspection date

8 September 2017

Previous inspection date

25 June 2014

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 form close attachments to key staff who are caring and attentive to their needs. They receive constant reassurance while settling in so they feel safe and secure in their new surroundings. Positive behaviour is encouraged and children quickly begin to manage the routine, become independent and develop good social skills.
- Children who have special educational needs and/or disabilities are well supported. Staff work closely with parents, carers and other professionals to meet children's individual needs.
- The management team regularly tracks and checks the quality of children's progress. Managers carry out observations of staff's teaching practice and provide excellent guidance and professional development opportunities.
- The quality of teaching is good. Staff communicate well with the children. They skilfully extend children's learning and use good questioning techniques which allow the children time to respond. This helps to support children's thought processes and communication and language development. All children make good progress in their learning.

It is not yet outstanding because:

- Although, children have access to an outdoor play area this is not always used to maximum effect to support those children who prefer to learn outside.
- Staff do not make the best use of resources and the environment to further extend children's early writing skills.

What the setting needs to do to improve further

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

- extend the already good opportunities provided to access the outdoor play area to support those children who prefer to play outdoors
- provide more opportunities to further extend children's early writing skills.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and manager. She looked at the relevant documentation and evidence of the suitability of staff working at the preschool
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The management and staff team are knowledgeable and dedicated. They regularly reflect on the service they provide to ensure that the pre-school maintains its high-quality provision. The arrangements for safeguarding are effective. Staff have a secure knowledge of safeguarding issues and how to keep children safe from harm. Robust recruitment procedures and ongoing suitability checks are implemented to ensure that all staff remain suitable to work with children. The manager monitors children's progress and staff performance well. She is keen to further develop staff's skills and knowledge to continuously drive improvements in the quality of teaching. Staff build effective partnerships with new and established parents and the other settings children attend, to provide consistency for children and to further extend their learning. Parents are highly complimentary about the quality of the pre-school provision.

Quality of teaching, learning and assessment is good

Staff plan a warm, welcoming and relaxed environment for children. This supports the settling-in process for the younger children. They offer exciting opportunities for children to explore textures and sensory play which has a real calming effect. Children happily explore the play dough. Staff demonstrate how to use different tools and older children confidently use rolling pins and shape cutters. Staff support children's communication skills very well and constantly engage in conversations as children play. Overall, children's literacy skills are supported and they confidently develop their mathematical skills well. Children listen to stories and look at books with staff and they identify number sequences, count, compare, calculate and match different shapes. Staff observe children and assess their development accurately to plan for the next steps in their learning.

Personal development, behaviour and welfare are good

Staff support children's individual needs and routines well from the start, this results in children settling in easily. They regularly share information electronically with parents to support children's learning and introduce strategies that help parents exchange information about what children do at home. Staff collect information in 'getting to know you' records to support the early planning of activities and learning. Initial assessments for new starters are completed after a short settling-in period. Children's social skills are supported and they behave well. They learn to follow the routine of the session so they feel safe and secure. Children learn good hygiene practices, such as handwashing, and engage in physical play indoors and outside. They develop a positive view of the diverse world around them and learn about different festivals from their own.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. As children get older they develop the skills they need for future learning and for school. All children play very well with each other. They are keen and interested in the activities set out by staff and follow their own interests with enthusiasm.

Setting details

Unique reference number	EY274993
Local authority	Cumbria
Inspection number	1101947
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	26
Number of children on roll	49
Name of registered person	Rascals Playgroup (Whitehaven) Committee
Registered person unique reference number	RP907571
Date of previous inspection	25 June 2014
Telephone number	01946 591 373

Rascals Pre School Nursery registered in 1994 in Whitehaven, Cumbria and is managed by a voluntary committee. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 11.30am and midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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