

Little Rascals Pre-School

Whybridge Infant School, Ford Lane, Rainham, Essex, RM13 7AR



Inspection date	8 November 2017
Previous inspection date	26 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

- Managers evaluate the pre-school well, they have highlighted areas for further development and work well with the staff to continue to make improvements.
- Staff know the children well and have good knowledge of how children learn. Children make good progress in their learning and development.
- Children arrive at pre-school happy and ready to play. Staff are welcoming and attentive. Children demonstrate that they feel secure.
- The quality of teaching is good. The interesting and well-planned environment provides the children with exciting, challenging experiences.
- Partnership with parents is strong. Staff share information with parents and other professionals to help support children's care and their individual development. Parents speak highly of the care their children receive.
- Risk assessments and external health and safety checks ensure children play in a safe environment.

It is not yet outstanding because:

- On occasions, staff do not give enough consideration to how children of different ages can be fully involved in daily experiences and routines.
- Staff do not consistently help all children understand expected boundaries for their behaviour to help them understand the impact of their behaviour on themselves and others.

What the setting needs to do to improve further

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

- fully support the engagement of children of different ages when they take part in experiences and daily activities together
- help children develop clear expectations about their behaviour to aid their personal development and understanding of the impact of their actions.

Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke with children, staff and the managers at appropriate times during the inspection.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a wide range of other documents, including policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with a manager.

Inspector
Claire Nunn

Inspection findings

Effectiveness of the leadership and management is good

The managers demonstrate their strong commitment to achieving the best outcomes for children. They monitor the quality of teaching and plan an effective programme of professional development. Safeguarding is effective. There are good recruitment procedures to check and verify the suitability of all staff to be working with children. Staff understand child protection issues and keep up to date with current guidance and legislation. Staff provide extra support for those children who need it, for example, they attend additional training at the local hospital to support children's medical needs. Staff assess children's progress and seek early support where needed.

Quality of teaching, learning and assessment is good

Staff use information gathered from parents, and their initial observations, to plan effectively for children's next steps of learning. The quality of teaching is good, for example, staff join in with children's play, sing favourite songs, and ask questions to support children's language and thinking skills. Staff support children to gain good mathematical skills to build on their next steps in learning. For example, they teach children the names of various shapes, using blocks. Staff effectively help children who are learning to speak English as an additional language. For example, they model correct pronunciation of words and repeat phrases while children play together.

Personal development, behaviour and welfare are good

There is a wide range of resources readily available for children to choose for themselves. Children feel valued. For example, when staff celebrate their work on display and praise their efforts proudly. Staff regularly check the environment to help ensure children can play in safety. Children enjoy being physically active and have regular opportunities for outdoor play. Children learn about hygienic practices. For example, they wash their hands before eating. Staff encourage children to be independent as they make choices about the activities in which they participate. Children learn about the wider world around them. For example, children learn about different cultural festivals.

Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepare them well for their move on to school. Children whose starting points are below those of children of the same age make good progress and gaps in attainment close steadily. Children follow familiar routines and instructions. For example, when they arrive, they know to find their name card for self-registration. Children have favourite books and can answer questions about events in the stories. Children happily join in with rhyming lines and repeated phrases in familiar stories.

Setting details

Unique reference number	EY339482
Local authority	Havering
Inspection number	1085855
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	32
Number of children on roll	60
Name of registered person	Little Rascals Partnership
Registered person unique reference number	RP525831
Date of previous inspection	26 January 2015
Telephone number	01708 550075

Little Rascals Pre-School registered in 2006. It is open each weekday from 9am to 3pm, term time only. The pre-school receives funding to provide free early education to children aged two, three and four years. There are a total of 11 staff, including the provision owners, 10 of whom hold relevant early years qualifications.

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