

Inspection date	9 February 2018
Previous inspection date	3 October 2012

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

- Teaching is good overall. Qualified staff are skilled teachers, who show a good understanding of how young children learn. They share their expertise with staff who have less experience, and help them to build on their knowledge and skills.
- Children enjoy their time in nursery. They are keen to join in activities and seek out their friends to share their experiences. They are curious, confident and demonstrate a positive attitude to learning, which helps to prepare them for school.
- Parents are involved in their children's learning. An effective two-way flow of information between home and nursery helps to provide a consistent approach to supporting children's ongoing development.
- Managers and staff gather the views of parents and children to help them to evaluate all aspects of practice in the nursery. They use their findings to plan improvements and enhance outcomes for children.
- Staff are very attentive and give children plenty of reassurance and praise. Children form secure attachments to them and develop high levels of self-esteem and confidence.

It is not yet outstanding because:

- Sometimes, during group activities, staff are distracted from their teaching and children's learning is interrupted.
- Occasionally, children become restless when they have to wait too long between activities and different parts of their daily routine.

What the setting needs to do to improve further

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

- consider the deployment of staff more carefully during group activities, so that staff are consistently able to give children their full attention and support their learning to the highest levels
- review the organisation of activities and routines to minimise waiting times for children and encourage their ongoing engagement and learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact it has on children's learning and development.
- The inspector held a meeting with the manager. She looked at relevant documents, such as evidence of the suitability checks carried out on staff.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to some parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge of signs and symptoms that may indicate a child is at risk of harm. There are clear procedures for reporting concerns swiftly. The manager has developed effective systems to supervise and support staff. For example, she observes their practice and offers suggestions for further development. This helps to continuously improve the quality of teaching. Staff have formed effective partnerships with other professionals. For instance, they share information about children's health and development with health professionals at key points. This helps to identify any concerns quickly and provide a consistent approach to supporting children's ongoing development. Staff and managers work together to monitor the progress that children make. They use the information to plan for future learning.

Quality of teaching, learning and assessment is good

Staff observe children at play and plan a range of appealing activities that helps children to build on what they already know and can do. Babies enjoy a wide range of creative activities. For example, they explore paint as they spread it across plastic sheets. Older children develop strong problem-solving skills. They work out how much space and how many planks they need to build a structure that they can climb and balance on. Toddlers develop early skills in mathematics. For example, they learn about quantities and counting while making 'cups of tea' in the sand area. Staff support children's developing communication and language well. For instance, they give children lots of time to think and respond to their skilful questions and prompts as they play.

Personal development, behaviour and welfare are good

Staff teach children good manners and respect. Children learn to understand the needs of others and behave well. They learn about the importance of staying safe and healthy. Staff prepare 'trolls teeth' by soaking eggs in fizzy drinks. Children use toothbrushes to clean these, while staff talk to them about keeping their own teeth clean. Staff remind children of the safe way to carry scissors and use vegetable peelers. Children benefit from plenty of fresh air and exercise. Staff ensure that their dietary needs are met in full, including those children who suffer from allergies. Staff support children to be independent. The youngest children find their own bags and shoes, and older children set up and clear away their own activities. Staff help to prepare children for starting school.

Outcomes for children are good

All children make good progress in their learning. Most achieve levels of development typical for their age, and some exceed this. The most able children benefit from highly challenging activities that help to maintain their enthusiasm for learning. Children who need extra support with some aspects of their learning benefit from targeted teaching that helps them to catch up quickly. Children who speak English as an additional language are well supported. Additional funding is used effectively. For example, dance lessons have had a positive impact on children's physical development and creative skills.

Setting details

Unique reference number	318118
Local authority	Doncaster
Inspection number	1059574
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 - 10
Total number of places	55
Number of children on roll	86
Name of registered person	Little Rascals (Doncaster) Limited
Registered person unique reference number	RP522069
Date of previous inspection	3 October 2012
Telephone number	01302 882619

Little Rascals registered in 1998. It opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one at level 6.

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