

# Little Rascals (Ilford) Ltd

St. Margarets Church, Balfour Road, Ilford, Essex, IG1 4HZ



<b>Inspection date</b>	18 May 2018
Previous inspection date	6 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager evaluates the quality of the pre-school effectively. She is clear about the strengths and areas for further development. She has addressed the recommendations from the previous inspection. For example, she increased opportunities for children to make decisions and independently lead their play.
- Staff develop close relationships with parents and share regular feedback about children's learning. Parents provide positive feedback about the pre-school. For example, they comment that children enjoy the different activities and they look forward to attending to see their favourite staff and play with their friends.
- Staff work together effectively to implement the daily routines, policies and procedures. They supervise children well and ensure they have positive experiences.
- Staff assess children's learning effectively. They know children's next steps and plan stimulating opportunities to help them make good progress with their development.
- Children display positive behaviour. For example, they listen and show respect to staff, they welcome other children to their play and address them using their names.

### It is not yet outstanding because:

- Staff miss some opportunities during children's play to further develop their confidence and to help them recognise their own achievements.
- Staff do not provide regular opportunities for children to learn the purpose and how to use a range of technology to develop their understanding the world further.

## What the setting needs to do to improve further

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

- make better use of opportunities to strengthen children's self-esteem and confidence
- increase opportunities for children to recognise and use a range of technology in the wider world for different purposes.

### Inspection activities

- The inspector observed the quality of teaching and learning, and sampled some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff attend safeguarding and paediatric first-aid training. They have a secure understanding of child protection issues and the procedures to report any concerns about a child's welfare. Thorough recruitment and vetting processes are in place to help ensure staff are suitable to work with children. Staff have regular individual meetings and professional development opportunities help to enhance their knowledge and practice. For example, following recent training, staff use their new skills to support children to develop their literacy skills effectively. Staff monitor children's progress well. They are clear about children's development and any potential gaps in learning. Staff know how to seek support from external agencies and the local early years coordinator to help strengthen children's development further.

### Quality of teaching, learning and assessment is good

Staff support children to develop their sensory, creative and imaginative skills well. They provide a range of materials, such as sand, paint and dough for them to experiment and explore with the different textures, and they learn to create designs and pretend to use them. Staff interact with children during their play effectively to develop their communication and language skills. For example, they ask questions to encourage them to think, to support their understanding and speaking skills. Staff make good use of children's play to support their mathematical development. For example, they encourage them to compare sizes and measurements of different objects. Staff skilfully support children to develop their interest in books. They use props to bring stories to life and to help keep children fully engaged.

### Personal development, behaviour and welfare are good

Children settle quickly at the pre-school. They develop secure relationships with staff and form close friendships with other children. Staff encourage children to share and take turns to use resources effectively. Children are clear about their own likes and dislikes. They move around independently, indoors and outside, to explore the wide range of resources. Children learn to grasp and handle a range of resources successfully. They develop good mobility, coordination and balance. Staff provide good opportunities to increase children's awareness of healthy eating. For example, staff plant and grow vegetables in the garden, provide role-play food for cooking activities and they encourage parents to give healthy lunches for children.

### Outcomes for children are good

Children make good progress in relation to their starting points. They develop skills to support them in the next stage of their learning. For example, older children learn to count and recognise numbers successfully. They practise making marks and sounding out letter sounds well. Younger children follow simple instructions and express themselves. They manage their personal self-care needs, such as feeding themselves and washing their hands effectively.

## Setting details

<b>Unique reference number</b>	EY337383
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1129548
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Little Rascals (Ilford) Ltd
<b>Registered person unique reference number</b>	RP526353
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	0208 518 0468

Little Rascals (Ilford) Ltd registered in 2006. The pre-school operates from St Margaret's Church Hall in Ilford, within the London Borough of Redbridge. The pre-school opens each weekday from 9am to 3.15pm, during term time only. It provides funded places for children aged two, three and four years. The setting currently employs 15 staff, including the manager. Of these, one staff holds early years professional status and 11 hold relevant early years qualifications ranging from level 3 to level 6.

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