

Rascal's Day Nursery

Stuart Close, Gorleston, GREAT YARMOUTH, Norfolk NR31 7BU



Inspection date	12 November 2018
Previous inspection date	22 December 2014

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

The provision is good

- The management team monitors children's progress regularly. It uses this information to identify areas of learning requiring additional support and to make improvements to the provision. Staff discuss the progress of their key children during supervision meetings. This targeted support helps all children to progress well.
- Staff tell stories in an engaging and enthusiastic manner. They encourage children to join in with familiar parts and to think about what might happen next. This encourages children's language and literacy development.
- Children enjoy practising a range of physical skills. For instance, older children climb confidently up the ladder on the pirate ship, they pedal tricycles and push scooters. Babies climb on soft-play blocks and pull themselves to stand.
- Children express themselves with a range of materials, including paint, chalks and crayons. They develop a strong pencil grip and enjoy sitting next to their friends while talking about their pictures.
- Parents appreciate the supportive and approachable staff members. They praise the smoothness of children's transitions between rooms and the progress children make.

It is not yet outstanding because:

- Staff do not consistently respond to children's curiosity in objects or events to extend their understanding of how things work or happen and why.
- The arrangements for monitoring individual staff performance and developing their practice are not highly rigorous and incisive to raise the quality of teaching to a consistently outstanding level.

What the setting needs to do to improve further

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

- extend opportunities to spark children's curiosity and develop their thinking skills about how things work or happen and why
- strengthen the support, coaching and guidance for staff to identify precise areas for individual staff development to raise the quality of practice to a higher level.

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 held a number of discussions with the nursery director and manager. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed two joint observations of focused activities and evaluated these with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms that may indicate children are at risk from abuse and neglect. They know how to refer any concerns they may have about children's welfare appropriately and swiftly. The management team follows robust recruitment procedures to ensure children are cared for by suitable adults. Staff build strong partnerships with external agencies to support children's welfare and development. The management team regularly seeks feedback from parents and children to help inform its plans for improvement. All staff contribute to the achievement of goals in the nursery's development plan, for example, the improvements made to group-time activities and the development of the garden area. Staff regularly share ideas from training they attend and use the online staff forum to discuss professional articles with their colleagues.

Quality of teaching, learning and assessment is good

Staff know the children well. They plan activities and provide resources based on children's individual interests and learning needs. Staff extend children's learning during routine activities. For example, they encourage young children who ask for a bib to try putting it on themselves. Staff respond to the sounds babies make with interest and warmth. This encourages babies to practise their early language skills. Staff give the youngest children the time and space to explore different materials and toys. They are engaged and participate in play alongside children. Staff comment on the actions of older children and they use good questioning skills, which encourage children's thinking.

Personal development, behaviour and welfare are good

Children settle quickly in this warm, welcoming nursery. Staff are good role models. Their interactions with each other and eagerness to help their colleagues demonstrate positive relationships for children. Staff notice children's kind actions and praise them meaningfully, for example, when children thoughtfully serve their friends at snack time. Staff display children's work prominently and with care. This supports children's self-esteem and shows that their efforts are valued. Staff exchange key information with parents about children's well-being during arrival times, such as whether babies have had an unsettled sleep or are teething. The nursery chef prepares a variety of nutritious meals for children, which is varied and well received. This helps to ensure that children's dietary needs are met. Staff sensitively redirect children's behaviour and make sure that expectations are clear. For example, they talk with children about the nursery's golden rules.

Outcomes for children are good

All children make good progress in their learning and development, including those who have special educational needs and/or disabilities and those in receipt of additional funding. Children develop skills that prepare them well for future learning in school. They learn to play cooperatively with others and invite friends to join their play. Children ask other children for help to 'hide' items in sand.

Setting details

Unique reference number	EY447168
Local authority	Norfolk
Inspection number	10069619
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	35
Number of children on roll	79
Name of registered person	Welton, Amanda Jayne
Registered person unique reference number	RP516292
Date of previous inspection	22 December 2014
Telephone number	07983506599

Rascal's Day Nursery registered in 2012 and is located in Great Yarmouth, Norfolk. The nursery employs 13 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

