

Little Rascals (Darlaston)

Little Rascals, Bilston Street, Wednesbury WS10 8EY



Inspection date	3 May 2019
Previous inspection date	1 February 2016

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

This provision is good

- Leaders and staff place a high priority on keeping children safe. They make regular checks of the premises to identify and remove any hazards. Staff reinforce policies that prohibit the use of mobile phones and cameras in the setting.
- Managers maintain the required adult-to-child ratios at all times within the nursery. The deployment of staff is extremely well organised so that children are always supervised. The manager has robust and effective procedures in place to check the ongoing suitability of staff.
- The quality of teaching is consistently good. The manager supports staff's professional development and helps them to develop skills to improve children's learning outcomes.
- All staff working with two-year-old children have a secure knowledge of when and how to carry out the required progress check for children aged between two and three years. They share a copy of the report with parents.
- Children are nurtured by caring and attentive key persons who respond quickly to their physical and emotional needs to ensure they remain comfortable and content. Children's behaviour is managed well. Staff are consistent in their approach and speak to children in a calm and sensitive manner. Children are happy in the nursery.
- Staff regularly share information with parents about children's progress and suggest ideas about how learning can be further enhanced at home. Parents comment how they appreciate the guidance given to support children's learning at home and feel that their own feedback is valued.
- Occasionally, children are distracted from listening to and concentrating on adult-led activities due to other activities taking place in the same vicinity simultaneously.
- The lunchtime routine does not always work well in practice in the room for three-year-old children, who are sometimes sitting and waiting for too long before lunch. This results in some children becoming restless.

What the setting needs to do to improve further

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

- improve children's opportunities to listen and concentrate without distraction during adult-led activities
- review the organisation of lunchtime routines in the room for three-year-old children so that they do not have to wait unnecessarily.

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 carried out a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the deputy manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records. She discussed the nursery's self-evaluation with the nursery manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Leaders invest in continuous staff training to drive professional development and to improve outcomes for children and their families. They have developed effective systems for monitoring staff performance. A thorough induction programme is in place for new staff. The manager ensures that they understand the nursery's policies and ongoing support is provided through effective systems such as mentoring. The manager takes account of the views of children, staff and parents to plan further developments for the nursery. Parents are very complimentary about the nursery. They comment that their children make good progress from their starting points, particularly in developing their confidence, social skills and speech. The manager monitors individuals and groups of children to make sure they are all progressing well over time. She provides swift intervention when children need extra help and offers effective small-group sessions and one-to-one support. She works closely with other professionals, such as speech and language therapists.

Quality of teaching, learning and assessment is good

Well-qualified staff are enthusiastic about, and committed to, their work. They work hard to provide children with a well-organised, stimulating and exciting learning environment. They know the children well and understand how they prefer to learn. Staff make regular observations and assessments of children's learning and use this information effectively, to plan activities that capture children's interests. Staff work together to ensure that transitions are smooth, and learning is uninterrupted as children move through into different rooms as they get older. Children's mathematical skills are promoted as staff introduce positional language, such as 'underneath', 'on top' and 'next to'. Staff support children's learning of letters and sounds through fun games and story sessions. Children's knowledge of the world is promoted as they learn to care for the rabbits in the garden. Support for children who speak English as an additional language and those with special educational needs and/or disabilities is strong.

Personal development, behaviour and welfare are good

Children and babies have a fantastic time in the wonderful outdoor play area, where they benefit from fresh air and exercise. Attentive staff stay close by and reassure them in their play as they learn to use more challenging equipment safely. Children explore natural materials and enjoy sand and water play, taking turns and sharing resources. The nursery's settling-in procedure is gradual, and staff support parents to minimise their own and their children's anxieties at this time of change. Parents comment that they know their child's key person, which enables them to have a good point of contact.

Outcomes for children are good

All children progress well from their starting points. Throughout the nursery all children are fully engaged, extremely motivated and excited as they join in different activities. Children are keen and motivated learners who are eager to try new things. They are confident and motivated and develop extremely positive attitudes towards learning, in readiness for school. Babies and toddlers are deeply engaged as they use their hands and different tools to explore sand.

Setting details

Unique reference number	EY482623
Local authority	Walsall
Inspection number	10104361
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	100
Number of children on roll	127
Name of registered person	Little Rascals Childcare (West Midlands) Ltd
Registered person unique reference number	RP524777
Date of previous inspection	1 February 2016
Telephone number	0121 439 2830

Little Rascals (Darlaston) was registered in 2014. The nursery employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 to level 6, including one who has early years practitioner status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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