

Little Rascals Childcare

Segedunum Bath House & Museum, Station Road, WALLSEND, Tyne and Wear NE28 6HR



Inspection date	21 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Assessments made of children's learning are not always used consistently to recognise where children need support and plan appropriate and challenging learning experiences that build upon the skills they need to learn next. Some children do not make good enough progress.
- Staff are not always proactive in sharing information with parents if they have concerns about children's progress in order to agree how best to support children's ongoing learning.
- The quality of teaching is not yet good. Weaknesses in teaching have not been identified and addressed quickly enough and professional development is not yet targeted to raise the overall quality of teaching to a higher level.
- Arrangements to gather information from parents about what children already know and can do when they first start attending are not always fully effective.

It has the following strengths

- Children are happy and develop positive relationships with staff and other children. Staff help them to become independent and manage their own personal needs.
- Staff provide consistent reminders of age-appropriate expectations throughout the day and children's behaviour is good.
- New arrangements for children who attend following their morning in nearby schools are developing well. Staff are beginning to share information with teachers to provide a complementary approach to supporting children's individual learning needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve assessment procedures to fully understand all children's individual learning needs and plan appropriate and challenging learning experiences to support them to make the best possible progress	05/06/2019
improve information sharing with parents to swiftly share any emerging concerns staff may have about children's learning.	05/06/2019

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

- strengthen monitoring arrangements and use targeted professional development to swiftly address weaknesses in teaching to raise the overall practice to a good level
- enhance information gathered from parents about children's existing skills and knowledge when they first start attending to promote good progress from the outset.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of leadership and management requires improvement

Ongoing self-evaluation is not fully effective in identifying where improvements are required throughout the nursery. Although the manager reviews activities provided and carries out observations of staff, she has not identified weaknesses in teaching, particularly for children over the age of two years. Staff have regular access to professional development opportunities, such as online training. However, this is not sufficiently focused on where staff have gaps in their knowledge to improve their skills further. New systems to track children's progress are in place. This is helping to identify some areas where children may require additional support. However, staff are not always proactive in sharing any emerging concerns they may have about children's learning with their parents. This hinders a joined-up approach in planning together to best support children and move them forward in their learning. Safeguarding is effective. Staff have good understanding of signs or symptoms that indicate possible child abuse. They know who to contact should they have any concerns about a child in their care.

Quality of teaching, learning and assessment requires improvement

Although some staff are well qualified, they do not consistently use assessments of children's learning to understand their individual stage of development and plan challenging learning experiences that support their good progress. For example, staff plan activities for two-year-old children where numbers are hidden in the sand. Staff describe how they help children to recognise the numbers, despite this being beyond children's level of understanding. Staff plan effective activities for very young children and teaching is good. Experiences, such as exploring containers of water, are planned that support children's exploration skills. Systems are in place to gather information from parents about children's achievements when they first start attending. For example, 'All about me' documents are used to ask questions about what children already know. However, many of the questions asked are ambiguous and lack clarity. Parents often leave these blank, so a clear picture of children's development is not obtained.

Personal development, behaviour and welfare are good

Despite not receiving high levels of challenge in their learning, children are motivated to take part in the activities provided for them each day. Very young children engage deeply in water play. For instance, they use their hands to splash the water and watch when staff pour water from containers from a height. Staff provide good levels of care for children. They attend promptly to their individual physical needs and work well with parents if children require medication throughout the day.

Outcomes for children require improvement

Some children do not make enough progress and are not challenged to a high enough level. Despite this, they confidently explore the indoor and outdoor environments and are inquisitive, curious learners. Children are excited when they find spiders outdoors and are keen to show visitors to the nursery what they have found. They share resources cooperatively and develop an awareness of taking turns. This helps develop some of the skills they require, in readiness for school.

Setting details

Unique reference number	EY543464
Local authority	North Tyneside
Inspection number	10089888
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	22
Number of children on roll	33
Name of registered person	Rascals Playtime Childcare Limited
Registered person unique reference number	RP909968
Date of previous inspection	Not applicable
Telephone number	0191 2634022

Little Rascals Childcare registered in 2017. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or higher, including the manager who also holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am 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

