

# Inspection of Rascalz

Britannia Inn, 85 Sheffield Road, Penistone, Sheffield S36 6HH

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Inspection date: 20 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children have a wealth of fun during their time at the nursery. They are happy and busy in the well-organised and very inviting learning environment. The manager and her staff have a strong determination that children will be fully engaged and motivated by providing imaginative and carefully planned activities. For example, children enjoy sitting in the arms of the 'giant' teddy bears in the book corner while they listen to the well-told stories or sing action songs. Children are safe and well cared for. Staff reflect parents' routines with good opportunities for babies and children to sleep in a calm, clean and relaxed environment. Children become confident and secure in the environment and are well behaved. They relate well to all staff and build friendships with other children. Staff praise children frequently and value their achievements, for example, in the attractive displays of their work which enhance the playrooms. The manager and her staff have high expectations for all aspects of children's learning and development. They establish a strong partnership with parents overall and work effectively with other professionals. Children's physical skills are promoted, for instance through climbing and crawling in the colourful soft-play and ball-pool area. They enjoy many opportunities for fresh air.

### What does the early years setting do well and what does it need to do better?

- The manager has a very clear vision for the future development of the nursery. She has established a strong staff team, who use the light, bright, purpose-built environment effectively to support all aspects of children's learning and development.
- Staff know their children well. Well-planned and considered induction procedures are used to help new children settle smoothly into the nursery's routines whenever they start. Staff gather useful information from parents when children first start, to plan for their future learning and care.
- The manager provides passionate and purposeful leadership. She is supported strongly by senior staff. Staff have clear roles and responsibilities and take good advantage of training to improve and enhance provision. This has contributed to good development of a clear educational plan and a drive to high standards in all areas of children's learning.
- Staff closely observe children's achievements and identify their interests to inform planning activities. They encourage children to try new experiences and progressively broaden and deepen their understanding and skills for their future learning. They help children to make links between different areas of learning to reinforce their knowledge and recall. For example, children learn about numbers and quantities when they seek numbers hidden around the room or in the sand and water play. Younger children develop their independence and mathematical skills when they try to match different pairs of gloves together and put them on.

- Staff promote children's communication skills well. They develop children's speaking skills through, for instance, personal, animated and engaging conversations and questions. Good-quality children's books, rhymes and stories are central to many aspects of children's learning. Staff ensure children have easy and regular access to attractive and age-appropriate books throughout their play. For example, staff share books about machinery, diggers and tractors while the children play with construction activities.
- Children's mark-making skills are strongly promoted indoors and out. Staff make sure that children are enticed by the wide range of good-quality writing, painting and drawing media. Children develop their hand control and grip when they paint the wall with water. They practise using a knife to spread butter and slice fruit and vegetables when they make their lunchtime sandwiches.
- Staff make good use of any additional funding children receive to have a lasting impact on children's achievement and address any gaps in their learning. For example, staff make sure there is a good range of resources that match children's interests to engage them in their play, such as large farmyard toys and flash cards.
- Occasionally, the staff do not adjust their teaching effectively, particularly in group activities, to ensure that all children are fully challenged.
- The partnership with parents is strong overall and staff provide regular information on children's routines and achievements. However, they do not consistently gather information on children's ongoing achievements at home to further build on their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff are well trained in child protection procedures and wider safeguarding issues. She holds regular supervision meetings to confirm staff's understanding. Staff access the latest training to keep their knowledge current. The manager regularly tests staff's knowledge and understanding through spot checks, quizzes and staff meetings. Policies and procedures reflect the advice and guidance of the local authority and are fully available to parents.

## What does the setting need to do to improve?

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

- build on the good quality of teaching to ensure staff consistently provide accurate challenge to all children, particularly during group activities
- develop procedures to enable parents to share information more effectively about children's ongoing achievements at home, to enhance learning further.

## Setting details

<b>Unique reference number</b>	EY550273
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10109539
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Wetton, Kerry Louise
<b>Registered person unique reference number</b>	RP550272
<b>Telephone number</b>	07710 128024
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rascalz registered in 2017. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens 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.

## Information about this inspection

### Inspector

Andrew Clark

### Inspection activities

- The inspector completed a learning walk with the manager and discussed the organisation of the environment and development of the educational plan.
- 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 to children and staff.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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.

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