

# Inspection of Rascals Natural Learning

The Old Brocklesby School, Brocklesby Road, Great Limber, Grimsby DN37 8JS

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Inspection date:

6 February 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children enjoy investigating the learning environment and are ready to learn when they arrive. Toddlers explore age-appropriate toys at their own pace, and develop their confidence while interacting with each other. They like painting and playing with dough. Older children like looking at books. This helps them to develop some literacy skills. Recent changes of staff mean that some key persons have a poor knowledge of their key-children's development. However, children share warm relationships with the approachable and friendly staff. Children's behaviour is good.

Staff have limited expectations for every child. Children lose interest in planned activities because staff do not always adapt them appropriately so that children's individual learning needs and interests are fully met. For example, during a drawing activity, some children have to wait a long time for their turn and get bored. Furthermore, older children are asked to wait until later to carry out activities they are interested in. Consequently, children are not consistently making good enough progress across the areas of learning. The manager holds supervision meetings and observes staff's practice when working in the rooms. However, arrangements to raise the quality of teaching to a consistently good level are not rigorous enough.

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

- Staff support children's emotional development and help them to develop their self-esteem and confidence. Children form appropriate bonds with the nursery staff and their friends. This supports their social skills so they are sufficiently prepared for the move to school.
- Staff promote positive behaviour and regularly praise children as they attempt new things. For example, staff praise older children who pour their own drinks at snack time. Children are polite and use good manners.
- The learning environment is bright and stimulating. Children have access to a large outdoor area and take part in activities in the local countryside. They like to climb on the play equipment and develop mathematical skills, counting the steps they make. Children have opportunities to see the life cycle of plants and animals. For example, they plant and grow vegetables and collect eggs from the chickens.
- Children are provided with healthy options at snack time and mealtimes, and maintain effective personal hygiene routines, such as washing their hands before eating. They show good independence skills. However, some routines, such as getting ready to go outside, are not fully effective and at times, staff keep children waiting unnecessarily. This means children miss opportunities to take part in their chosen play and learning.
- Children gain an understanding of the wider world. For example, they explore different festivals from a range of different cultures. Children take part in special

days and charity events throughout the year.

- A settling-in procedure allows children and parents to develop relationships with staff to ensure children are well settled. Staff encourage parents to contribute to their children's starting points and keep them up to date with their child's progress. Parents comment that they receive termly reports and are pleased with the nursery and like the staff. They state they like the take-home activity books that they receive so they can take part in their child's learning.
- The manager seeks the views of parents and children and is fully committed to improving the nursery and the quality of the service provided. She knows what needs to be done to enhance the learning opportunities for children.
- Staff are well qualified. However, they do not always plan and adapt activities to meet children's individual learning needs. Consequently, activities sometimes lack challenge and do not always motivate children to learn. Due to recent staff changes, the key-person system is not implemented effectively to meet children's individual needs and support them to make the best possible progress.
- Staff attend team meetings and mandatory training. However, the current management performance procedures are not effective in providing the guidance, coaching and training that staff need. This means they do not have a good enough understanding of how to promote children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff receive safeguarding training and regular updates. Staff have a sound knowledge of the signs, symptoms and indicators of abuse and understand what would constitute a safeguarding concern. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Recruitment, vetting and ongoing suitability checks are robust to make sure all staff are suitable to work with children. Staff are vigilant in identifying hazards in the learning environment and support children to manage risks safely. For example, they talk to children about the dangers of jumping from high structures.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
routinely plan activities to take into account children's individual learning needs and interests, and adapt them to ensure children are challenged and motivated to learn	06/05/2020

ensure that the key-person system is effective in order to help ensure that every child's care and learning meet their individual needs	06/05/2020
make sure the leadership and management of staff is fully effective in providing them with the guidance, coaching and training they need in order to raise the quality of teaching to the highest level.	06/05/2020

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

- review and enhance some routines to ensure children are not kept waiting for too long to take part in their chosen activities.

## Setting details

<b>Unique reference number</b>	EY547402
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10131425
<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 14
<b>Total number of places</b>	68
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	MacFarlane, Sally Louise
<b>Registered person unique reference number</b>	RP907937
<b>Telephone number</b>	07716133812
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rascals Natural Learning registered in 2017. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5.30pm.

## Information about this inspection

### Inspector

Ruth Moore

### Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff's suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection 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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