

# Inspection of Little Rascals Nursery

12 Lonsdale Gardens, Tunbridge Wells, Kent TN1 1NU

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Inspection date: 16 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy, settled and confident at the nursery. They enjoy motivating and challenging activities that staff carefully plan for them. For example, children excitedly play a game of skittles. They count how many they can knock down at once with each ball they roll. They count with confidence and wait patiently for their turn. Children are eager to use a wide range of materials to create their own 'aquarium', after reading a book and discussing creatures that live under the sea.

Younger children and babies enjoy games during which they uncover hidden objects, which helps to develop their senses. This includes feeling different textures and smelling different items, such as herbs. Children build meaningful friendships and happily play together. They know what is expected of them and they follow the rules with independence. Older children remind each other of what they should be doing, 'we need to use walking feet indoors'. Children are polite and behave well. They learn about how to care for the environment. For instance, they learn how to recycle and grow their own food items, including potatoes. Children of all ages develop good physical skills. For example, they learn about the different ways that they can move their bodies in regular dancing and yoga activities.

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

- Staff know each child's interest well and extend on these effectively. For example, a number of children have recently enjoyed a trip to the beach. Staff make a 'beach' scene and children excitedly explore sand, water and shells. Staff build and maintain a secure and trusting relationship with all children and this helps them settle quickly at the nursery. Children have a good sense of belonging and positive levels of well-being and self-esteem.
- Overall, children are engaged and motivated to learn. During small group activities and throughout the majority of the day, children remain interested in their learning. However, during lengthy group activities leading up to lunch and lunch time itself, staff do not recognise when children have lost some interest and focus. For instance, during an extended group game and a long lunch, some children become fidgety. Therefore, they become distracting to other children during these times.
- The manager and staff establish positive partnerships with parents. Staff keep parents well involved and informed about their children's learning and progress. For example, staff routinely share information about children's achievements. They share useful information and helpful books to support parents. This includes toileting tips and how to manage bereavement. Staff provide parents with training opportunities such as they invited them to learn about early photography in a recent workshop.
- The manager closely monitors the good quality of care and learning

opportunities staff provide. She routinely observes staff teaching children and provides them with helpful feedback to support their future performance. Staff attend regular and beneficial training. They have made good use of recent training about nutrition and the importance of healthy eating. Their varied and well-balanced food menu reflects this.

- Overall, staff support children to develop some good communication skills. They use simple signing alongside words they speak. Staff play games with older children where they encourage them to describe an object in a box. They ask children good thought-provoking questions. However, some staff do not consistently give opportunities for younger children to enhance their developing language. The opportunities for younger children are not as strong as those seen for the older children. For example, on occasion, during the younger children's snack time, communication opportunities are stilted.
- Staff support all children effectively, including those who speak English as an additional language. Staff learn simple words in a range of different languages, such as 'hello' and 'goodbye' in French and Spanish. They support children to develop a good understanding of differences from around the world. For example, children regularly enjoy delicacies traditional to other countries. This includes Hungarian ratatouille, Indian biryani and Jamaican jerk chicken.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding and child protection policies and procedures. This includes knowing how to deal with any allegations raised against staff. All staff keep their knowledge up to date and complete regular training. Staff complete detailed risk assessments to help keep children safe. This includes changes in practice they have made to minimise the risk of COVID-19 (coronavirus). For example, children learn within their own rooms and outdoor space and do not currently mix with those in different rooms. Children have an active role in helping to keep each other safe. For example, they follow thorough hand washing routines with independence.

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

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

- support staff to be more confident in providing consistent support for younger children to develop their growing communication skills
- review and improve the organisation of large group activities, including meal times, to maintain the interest of all children throughout.

## Setting details

<b>Unique reference number</b>	EY558219
<b>Local authority</b>	Kent
<b>Inspection number</b>	10194113
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	76
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	ICP Nurseries Limited
<b>Registered person unique reference number</b>	RP538317
<b>Telephone number</b>	01892313245
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Rascals Nursery registered in 2018. It is located in Tunbridge Wells, Kent. The setting is open Monday to Friday from 7.30am until 6.30pm, all year around. The setting employs 33 members of staff, 21 of whom hold relevant early years qualifications at level 2 and above. This includes one member of staff who holds a level 4 qualification, three staff who hold level 5 qualifications and four staff who hold level 6 qualifications. One member of staff holds early years professional status.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a water-play activity in the pre-toddler room.

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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