

Inspection of Little Green Rascals Haxby

3 North Lane, York YO32 3JP

Inspection date: 1 July 2021

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children happily arrive at the nursery. They are greeted warmly by their key person, then quickly settle confidently into the routine of the nursery. The nursery environment inspires awe and wonder, bringing the outside in. Children explore and participate in stimulating well thought out activities. For example, children learn about the life cycle of a butterfly. They delight in watching them turn from caterpillars into butterflies. Staff build on this experience and introduce the children to frog spawn. Children observe and learn as the life cycle of the frog develops. 'They kept jumping out', a child tells the inspector. Staff support the children to release frogs into the local pond.

The curriculum is expertly constructed to spark children's interests. Children are building on what they already know and can do. For instance, when children are building in the garden, children explain that they need to mix the sand and water to make the bricks stick. They refer to house plans and pictures to determine where they are putting doors. They use their tools to measure and plan their building.

Staff encourage children to be independent. Children pour their own drinks. They serve themselves at lunch time, taking turns to pass around the serving dishes. Children continue to develop their independence by changing into their physical education kit ready to take part in yoga classes.

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

- Children are confident communicators from an early age. Babies are taught Makaton sign language, which continues throughout the nursery. This helps them to communicate their needs and wants. For example, babies are able to tell staff when they are hungry or want a drink. Communication and language is a high priority. The nursery has a designated staff member that promotes the development of language through music, songs and stories. Babies are seen bouncing up and down with the music, while older children act out the story of 'Super Worm' in the mud with dough.
- The curriculum is expertly constructed to build on what children have already learned. Staff quickly identify where children need support and guidance. They plan meaningful activities to close any learning gaps. As a result, children, including those with special educational needs and/or disabilities, make excellent progress in their learning and development.
- Careful consideration is given to the type of mathematical resources and equipment that staff provide. The curriculum for mathematics is evident in all the children's learning. Babies sing 'Five Little Ducks'. The toddlers are telling the story of the 'Three Little Pigs', while in pre-school children are sorting and

ordering wooden number blocks. Children are confident using number, size and quantity in their play.

- Children benefit from a highly effective key-person system. Staff know the children exceptionally well. Staff encourage children to keep on trying and having a go, by saying 'I believe you can'. This builds confidence in the children. Staff model good manners and kindness to the children. As a result, children show high levels of respect to others, have excellent manners and are resilient learners. For example, children take turns to prepare tables for lunch. They choose who they would like to sit with and prepare the table for their friends.
- Protecting the environment plays an important role in the setting's curriculum and ethos. Management go to great lengths to ensure food and products are organic and sustainable. Children show a great sensitivity to environmental issues, such as animal extinction. For example, children use a small hammer and chisel to excavate dinosaur bones from a plaster block. They discuss and examine what fossils are, then link these to animals that are now extinct. Children comment how sad it would be if we had no rhinoceroses left.
- The provider and staff have an excellent relationship with the parents. They are kept up to date via a parent application and a private social media page. Daily information is shared between parents and the setting. Parents know and understand what their child's developmental next step is and how to support this at home. For example, a parent requests information via the application on how to support their child's communication development.
- The provider understands the importance of supporting staff's well-being. Information to support anxiety relief and activities to support staff's well-being are offered to all staff. Staff have regular supervision meetings. This ensures staff have the opportunity to seek guidance and advice from the manager. Any training needs that staff may have or want are addressed. A comprehensive training plan is in place. This ensures that staff have an excellent knowledge in early years policy and practice. For example, staff take part in two days of training before starting at the setting. Staff must complete all required procedures to ensure children are safe, secure and well cared for.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe, including local and wider safeguarding issues. A rigorous recruitment procedure is in place to check staff's initial and ongoing suitability to work with children. Management have a robust induction programme to ensure staff have an excellent understanding of what their role entails. The majority of staff hold a paediatric first-aid certificate. Despite the difficulties posed by the pandemic, staff were proactive in maintaining regular contact with families and other agencies. This offered a very high level of protection to children. Children learn how to keep themselves safe, for example when using a knife to chop carrots. Children follow guidance from staff to do this safely.

Setting details

Unique reference number	EY563184
Local authority	York
Inspection number	10194359
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	09 to 4
Total number of places	66
Number of children on roll	144
Name of registered person	Little Green Rascals Organic Day Nurseries Limited
Registered person unique reference number	RP529046
Telephone number	01904 607959
Date of previous inspection	Not applicable

Information about this early years setting

Little Green Rascals Haxby was registered in October 2018 and is located in the village of Haxby. The provider employs 18 staff. Of these, 14 hold a relevant early years qualification at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children. The setting is open, Monday to Friday, 7.30am to 6.30pm, throughout the year.

Information about this inspection

Inspector
Joanne Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the provider.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers, at appropriate times during the inspection.
- A meeting was held with the provider. This included a review of relevant documentation, including evidence of staff's suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021