

Inspection of Rascals Natural Learning

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

Inspection date: 12 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and eager to attend the nursery. They confidently separate from their parents as they are warmly welcomed by the attentive and caring staff team. They have close bonds with staff and build on their friendships with one another. Children know what is expected of them, behave well and are familiar and adhere to daily routines. They have a positive attitude to their learning. Children are motivated by the staff to learn new skills and develop their knowledge based upon a well-sequenced curriculum. For example, outside, children make marks, drawing their own interpretations of winter flowers. Children touch and smell the flowers. They develop their knowledge further as they engage in meaningful conversations with staff as they examine the flowers more closely. Babies' self-esteem and confidence is supported well by the nurturing and sensitive staff. Babies confidently explore their environment and are willing to try new skills, such as they hold on to push-along toys as they learn to walk.

Children's health and well-being is promoted well as they spend a great deal of time learning outside. They wear appropriate outdoor clothing, which helps them to comfortably explore and investigate their surroundings and the activities. Children are good eaters and enjoy the healthy meals provided for them. They follow good personal hygiene routines, such as independently washing their hands and putting their used tissues in the bin.

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

- Managers and leaders have a good overview of the skills of the staff team. They make sure staff are deployed effectively, so they are able to meet the needs of their key children. The most qualified and experienced staff guide those with less experience to help them to build on their practice and skills. This helps to ensure that children's learning and development is consistently supported.
- Managers and leaders make sure the staff team understand what they want the children to learn and are ready for the next stage in their learning, such as for school. Staff make sure that the curriculum is well planned and ambitious for all children to achieve in their learning. They build on what children already know and can do. Staff also listen to children's ideas and plan further activities to match their interests.
- Planned story and group time for pre-school and two-year-old children is not as well organised as other planned activities. Children's learning is interrupted as staff take them out of the group to prepare for lunch. Additionally, two-year-old children lose interest and lack concentration because the story is too advanced for their understanding.
- Children are supported to learn how to manage their feelings safely. Staff talk to children about how they feel. They read stories and use props to help children

understand their different emotions and how these emotions affect their friends. Staff implement consistent ways to manage any unwanted behaviour. They are good role models and help children to learn how to share, take turns and be kind to one another.

- Partnerships with parents are effective. Parents and carers spoken to on the day of inspection make positive comments about how their children are thriving at the nursery. They also comment on the new skills and experiences their children receive compared to what they have access to at home. Parents state that they value the way information is shared and exchanged between themselves and the key person, such as the written diary. Staff also provide ideas to help them to continue their child's learning at home.
- Staff in the baby room introduce new experiences to enhance babies' sensory development. However, some activities are not planned appropriately in order for babies to access them straight away. For example, staff give babies flowers frozen in large chunks of ice. Babies initial enthusiasm and interest is lost as the activity is not ready for them to explore. That said, once the ice starts to melt, babies engage with the activity. They beam with smiles as they bang and crush ice as they learn to use new tools, such as spatulas.
- Staff engage and interact with children effectively. They ask questions and provide time for children to think and then respond. Children increase their range of vocabulary as they hear and repeat new words, such as 'pipette', as they play with dough. Staff encourage children to work out how they can get the blue colouring from a bottle using the pipette, Children giggle and squeal as they excitedly squeeze the pipette and proudly put the colour on the dough.

Safeguarding

The arrangements for safeguarding are effective.

Staff make sure the premises are safe and secure. They complete thorough risk assessments of the toys and activities that children access. Staff have a clear understanding of their role to protect children from harm. They know what signs to look out for and what procedures they must follow should they have a concern about a child's welfare. Staff complete regular child protection training to keep their knowledge up to date, including the 'Prevent' duty. Managers ensure all necessary checks are completed, and safer recruitment procedures are followed to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- improve the way group times are organised to ensure children's learning is not interrupted
- plan small group activities more precisely so that all children can take part in a

meaningful way in order to continue to support their learning

- review and improve planned activities to capture babies' interests straight away in order for them to continue their exploration and learning.

Setting details

Unique reference number	EY547402
Local authority	Lincolnshire
Inspection number	10145938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 12
Total number of places	68
Number of children on roll	80
Name of registered person	MacFarlane, Sally Louise
Registered person unique reference number	RP907937
Telephone number	07716133812
Date of previous inspection	6 February 2020

Information about this early years setting

Rascals Natural Learning registered in 2017 and is located in Great Limber, Grimsby, Lincolnshire. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. It closes for one week at Christmas and all public holidays. Sessions are from 8.30am until 5.30pm. Funded early education is provided for three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 that into account in their evaluation of the setting.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The manager and the inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of the views from parents spoken to and their written comments on the day of the inspection.
- The inspector looked at relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.

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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