

Inspection of Rachael's Rascals

30 Willington Terrace, Wallsend, Northumberland NE28 7BB

Inspection date: 9 February 2022

Overall effectiveness

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 arrive happily and ready to start the day. They have developed positive relationships with staff. This builds children's confidence and helps them to settle quickly into the routines of the nursery. However, the quality of the curriculum is inconsistent. Staff do not always know what they intend children to learn, and when they do it is not always implemented effectively. That said, children demonstrate positive attitudes to learning. Older children engage in activities and play confidently alongside one another. Some are beginning to show care and consideration to others. Babies snuggle in for cuddles with staff who are kind and caring. Babies' physical development is promoted as they have space to crawl and explore their environment.

Toddlers busy themselves crunching the cereal flakes in a tray. They roll cars and trains and notice the patterns that this creates. Older children are excited to make bird houses from recycled boxes. They concentrate well and share resources such as the binoculars and a camera to look for birds through the nursery window. This helps children to develop their understanding of living things in the environment. Children of all ages enjoy spending time outdoors. They discuss the need to wear additional clothing, such as hats, scarves and gloves, because it is cold.

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

- The manager, who is also the provider, has a clear intent for the curriculum. However, staff are not always successful at delivering good-quality learning opportunities to children. Staff have a general idea about what children know. However, they are not skilled enough to identify, plan and teach what children need to learn next. Children are not consistently provided with activities that offer appropriate challenge and interest.
- The manager rightly prioritises the building of strong relationships with children and their parents. This is because they know that this is important for children's emotional well-being. The positive relationships help staff to share important information with parents daily and to be aware when children might need extra support.
- The manager has made good use of the early years pupil premium to enhance the experiences of eligible children. She provides children with additional hours, so they are able to attend during school holidays. This means children's learning is consistent.
- Regular story times help to promote children's language development and to build up a repertoire of well-known tales. For example, children listen to the story 'Little Red Riding Hood' and answer simple questions about what happens next in the story. Such experiences help children to understand how stories work and to develop positive attitudes to reading.

- Staff have set simple rules and routines for children to follow. Most children understand these rules because, in the main, staff make their expectations clear. Children know how to use resources sensibly and most contribute to the process of tidying up.
- Children are encouraged to wash their hands at appropriate times. However, staff do not always follow stringent hygiene routines when nappy changing. This is because the changing mat is not kept in good repair and is left on the floor where children have to walk on it when accessing the toilet. Staff do not always consider when it is best to carry out children's personal care routines. On occasions, they interrupt children's flow of play and, as a result, children lose focus and disengage from their play.
- Occasionally, opportunities to further develop children's early mathematical skills are overlooked. Typically, staff lack the confidence and skills to develop children's mathematical knowledge through their play.
- Staff are not effectively supported to improve their teaching. The manager works directly with the children and staff, and she uses this time to model good practice. However, staff do not learn from her interventions and modelling, and do not always use this to enhance their own practice.
- Due to the COVID-19 pandemic, staff have adapted the way they work in partnership with parents. For example, they ask parents to drop off and collect children from the foyer. Parents speak highly about the nursery environment and how the staff are supportive, kind and always happy to help.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding. They know the possible signs and symptoms of abuse and neglect. The manager is aware of the signs that may indicate children are at risk of extremist views. Staff know when and where to report any concerns they may have about a child in their care. Appropriate recruitment procedures are in place to help ensure that staff working with children are suitable to do so. The manager has taken positive steps to ensure the safety of the children after the building was damaged by recent storms.

What does the setting need to do to improve?

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

	Due date
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improve staff's understanding of what they want children to learn so that all experiences provided are purposeful and support children's ongoing learning and development	02/03/2022
improve supervision of staff so that they understand that modelling of good practice demonstrated by the manager is there to coach and support their ongoing development.	02/03/2022

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

- monitor children's engagement in their chosen play and know when it is appropriate to carry out care routines without interrupting their focus
- support staff to make more use of opportunities during activities and routines to teach children early number skills
- ensure children's good health is maintained; this is in relation to the nappy changing mat being kept in good repair and stored appropriately.

Setting details

Unique reference number	2576977
Local authority	North Tyneside
Inspection number	10221877
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	30
Number of children on roll	42
Name of registered person	Weldon, Rachael
Registered person unique reference number	2576976
Telephone number	07824772036
Date of previous inspection	Not applicable

Information about this early years setting

Rachael's Rascals registered in 2020 and is situated in Wallsend, North Tyneside. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and two hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with the children during the inspection and took account of the views of parents from the written feedback provided.

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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