

Inspection of Little Rascals - Burton Road

1 Old School Road, Melton Mowbray LE13 1FX

Inspection date: 10 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at this homely and engaging setting excited to learn. They are greeted warmly by the staff, develop good relationships and settle quickly into familiar routines. Children develop their creativity and engage in musical activities with delight. They shake instruments as they sing, supported by encouraging staff. Younger children listen to favourite stories on a cosy sofa, snuggling in and showing high levels of engagement and participation.

Children build strong relationships with their peers. They play cooperatively with their friends in the role-play area, talking about the food they are making. They are supported by staff who encourage the children to talk about healthy practices. Staff listen to children's interests as they help the children to work together to create a volcano and lava.

Children develop positive attitudes to learning. They develop mathematical language. They investigate volume and capacity as they fill up jugs and containers in the sand and water tray. Children flourish as they move freely between the indoor and outdoor environments. Children learn about their world as they talk about the ducks at nursery and how they sometimes lay eggs that they eat in pancakes. Children learn healthy practices through stories and engaging activities. They learn about the importance of eating a well-balanced diet.

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

- Staff have high, ambitious expectations for all children. Children with special educational needs and/or disabilities flourish. They are well supported by staff, who ensure that other professionals are involved in a timely manner to further support the children.
- Staff use effective questioning techniques when communicating with children. Children respond well, confidently speaking to both their peers and the staff. However, sometimes staff do not maximise early language development. As a result, the youngest children do not have as many rich language opportunities as older children.
- Parents speak highly of the supportive and kind nursery staff. The nursery team works with parents to find out each child's interests. This benefits the children as they have opportunities to enjoy relevant, interesting activities that are familiar to them.
- Children benefit from healthy practices. They listen to stories about germs and understand the importance of washing their hands to keep them healthy.
- Children have good opportunities to develop self-help skills. Pre-school children put on their coats and boots independently as well as serving their own food and pouring drinks during snack and mealtimes.

- Visitors help children to learn about the wider world, such as developing communication through musical activities. Most learned about animals they would not normally see and handle, such as owls and snakes. This gives children opportunities to learn about the natural world around them and builds on their communication skills.
- Staff provide a ambitious curriculum that builds on what children already know. They use the children's interests to plan their next steps.
- The dedicated manager provides strong leadership for the team. She ensures that the staff have access to relevant early years courses. They use the knowledge they have gained through training to benefit the children. For example, staff learn how to keep children safe through completing regular safeguarding refresher courses.
- Staff support children's behaviour well. They gently remind children about the golden rules they have created in the pre-school. As a result of this, children show kindness to their friends, and they are polite and well mannered.
- Children are supported by engaging members of staff, who encourage children as they play. Children's physical skills are developed as they explore the sand inside and out. They fill up containers and pour these out.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensure all staff members are suitable to work with children through vetting procedures and a good induction process. Staff are aware of how to keep children safe. They conduct regular risk assessments to ensure the environment is secure and free from unnecessary hazards. Staff have a secure knowledge of the signs that a child may be at risk of harm and they show an awareness of the procedures to follow.

What does the setting need to do to improve?

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

- improve the consistency of staff interactions with younger children to encourage the development of early language skills.

Setting details

Unique reference number	EY491238
Local authority	Leicestershire
Inspection number	10236690
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 4
Total number of places	65
Number of children on roll	132
Name of registered person	Little Nurseries LTD
Registered person unique reference number	RP907125
Telephone number	07739317100
Date of previous inspection	9 August 2016

Information about this early years setting

Little Rascals - Burton Road registered in 2015. The nursery employs 32 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including one at level 7 and one who holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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