

# Inspection of Rossy's Rascals

St. Andrews Church Hall, Lower Road, Orpington, Kent BR5 4AL

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Inspection date: 27 May 2022

<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**

Young children form close attachments with their key persons. They develop a secure emotional base from which they feel safe and confident to explore. Older children listen well to instructions from staff and they show an understanding of the routines at the setting. They behave well and learn to use polite language in their interactions with others.

Children feel valued and develop a sense of belonging at the setting. They enjoy playing party games with their peers and wave happily to their parents and carers, who are invited to see them celebrate the Queen's Platinum Jubilee. They learn new vocabulary in context, such as 'crown' and 'flag', and learn to sing songs related to the theme.

Children with special educational needs and/or disabilities thrive on the targeted activities that staff plan to stimulate their learning. For instance, they are eager to join in activities that incorporate their favourite colours or emerging interests. They engage in play experiences that are both enjoyable and purposeful for their development.

Children benefit from the manager's high expectations for their development and a curriculum that is designed to meet their needs. They develop positive attitudes to learning and make steady progress from their starting points.

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

- The manager supervises staff's practice well and promotes a culture of mutual support. She carefully plans ways to reduce staff's workload and increase their availability to engage in quality interactions with the children. Experienced staff share their knowledge and skills well with those who are working towards childcare qualifications. They guide them well to strengthen their practice continually.
- The manager maintains strong partnerships with parents, professionals and staff at other settings, including schools. She shares information effectively with them and supports a joint approach to children's learning. Parents praise the manager and staff for their support and provide positive feedback about their children's time at the setting.
- Staff complete precise assessments of children's development and plan well to identify and address gaps in individual children's learning. They prioritise children's emotional well-being, for instance to support children who return after periods of absence during the COVID-19 pandemic. Children who learn English as an additional language learn new vocabulary and make good progress in their communication skills.

- Staff provide regular opportunities for children to play outdoors. Children are eager to explore balancing equipment. For example, they say, 'I am going to try again.' Children build on their hand-to-eye coordination, for instance as they learn to connect construction materials and move a toy train along the track. Staff work closely with parents to help children learn to make healthy choices.
- Staff encourage children's participation in story-time activities. However, they have not fully considered ways to enhance children's focus and concentration during these activities.
- Staff provide opportunities for children to learn about celebrations around the world. Staff teach children about some features of the natural world, for instance as children learn to grow plants in the garden. However, staff do not provide as many opportunities for children to learn about the use of technology.
- Staff encourage discussions about sizes and shapes. For example, children experiment dropping small objects into a tube and predict if they will 'fit in'. Through these and other ways, children build on their early mathematical skills.
- Staff support children well to help them build on their creativity. They identify young children's emerging interest in playing with baby dolls and they join in their play, modelling how to care for babies. Older children are motivated to build on their imagination. For example, they use their creativity to make 'perfume' from leaf cuttings. Children also learn to share and take turns during these activities, and they enjoy sharing their experiences with their peers.
- The manager uses funding effectively to continually improve learning experiences for individual children. All children make good progress from their starting points.
- Self-evaluation is effective. The manager has a realistic view of areas of practice and provision that can be strengthened further, and she plans well for improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the procedures to follow should they have concerns about children's welfare. Staff understand their responsibility to prevent children from being drawn towards extreme views and behaviours. They know about the risks that children may be exposed to online and understand their role in identifying and referring any concerns. The manager carries out appropriate checks to ensure that staff are suitable to work with children. Staff work well in partnerships with parents to meet children's needs in the event of any accidents or incidents.

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

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

- strengthen the planning and implementation of story-time activities to enhance children's engagement and focus further
- increase opportunities for children to learn about the use of technology.

## Setting details

<b>Unique reference number</b>	2539394
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10215311
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Barnes, Rosalind
<b>Registered person unique reference number</b>	2539393
<b>Telephone number</b>	07984417860
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rosy's Rascals registered in 2019. It is located in the London Borough of Bromley. The pre-school is open Monday to Friday, from 9am to 3pm, during term time. There are seven members of staff, including the manager. Of these, six hold relevant qualifications from levels 2 to 5. The provider receives funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Geetha Ramesh

## 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 manager and the inspector observed and evaluated an activity jointly and had discussions about staff training, support and skills.
- The manager and the inspector carried out a learning walk together and discussed the intent, implementation and impact of the curriculum.
- Parents shared their views with the inspector about their children's time at the setting.
- The inspector took account of children's views and had discussions with staff.

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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