

Inspection of Little Green Rascals Poppleton

Little Green Rascals, Dodsworth Hall, Millfield Lane, Nether Poppleton, York,
Yorkshire YO26 6HR

Inspection date: 28 July 2022

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

The atmosphere in the nursery is extremely friendly, and children show a real joy for learning and clearly love their nursery. Staff and children treat each other kindly and with a high degree of respect. From the moment they enter, they are active learners, exploring their ideas and interests with great enthusiasm. Children grow in confidence and their personal development is outstanding. They have a strong voice, and their views and opinions are highly valued. Through their 'children's council', older children decide what they would like to do or any changes they want to make in the nursery. For example, they wanted more opportunities to play with the toddlers and the babies, which staff now factor into their planning.

Visitors to the nursery help to enrich children's experience, discover their talents and develop important physical and personal skills. For example, children expertly use their feet to weave the football between cones. This helps them to develop a great sense of balance and coordination. Children become incredibly excited when invited to play the drums. They carefully follow the speed, experimenting with sound, beat and rhythm. Older children recognise written numbers, matching them accurately to the correct number of objects, and ordering their dinosaurs and other animals by size and shape.

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

- The success of the nursery is firmly rooted in the superb leadership of the management. They have created a hardworking team who are united in their aim to provide the highest-quality education in an atmosphere where everyone feels happy, valued, cared for and respected. They are all, together, totally committed to the children's success, happiness and safety. Staff well-being is prioritised, as are their skills as early years professionals.
- Teaching and learning are excellent because staff carefully plan experiences which take children's learning forward from whatever level they have reached previously. They involve structured or play activities which are stimulating and enjoyable, involve children fully in their own learning, and develop very positive attitudes. Children become skilled in working with one another as well as developing a high level of independence, readily selecting equipment for themselves, and learning through investigation. This means that all children, including those with special educational needs and/or disabilities, and those in receipt of funding, receive the precise support that they need to make outstanding progress.
- Staff promote children's literacy skills exceptionally well. This starts with staff sharing books with babies, while toddlers get a superb introduction through listening to sounds, rhyme and repetition. This gradual progression then enables older children to start to blend the sounds they have learned. During a phonics

session, one child explained that 'p-a-t is "pat"', which rhymes with "'mat", m-a-t'. Children are having so much fun they do not realise that staffs' incisive questioning challenges them to really think and work hard.

- Staff seize every opportunity to develop children's ideas by playing and exploring alongside them and using questions and comments to extend their thinking. For instance, after seeing a photograph of a dome-shaped house, a child decides he would like to recreate this. Staff ably support him to think about how he could do this and the resources he needs. This leads to him drawing his design on paper, thinking about the shape of the blocks he needs to achieve the dome shape, and learning new vocabulary, such as architect. Children's ability to follow through their ideas and to sustain their involvement in a task they have decided to undertake is remarkable for their age.
- Well-trained staff expertly promote children's positive behaviour. They are consistent in their approaches to help children regulate their emotions and manage their behaviour. Staff positively acknowledge how children are feeling and assist them to develop the language that helps them to talk about their emotions.
- Parents and carers capture the essence of the nursery very successfully in their highly complimentary comments, such as 'I will always be grateful to them for the start in life that they have given to our children. They are kind, caring and fantastically knowledgeable', and 'staff are outstanding role models who put the children at the centre of all that they do.' A plethora of information, including workshops for parents, help them to develop their awareness of subjects, such as mathematics, and equip them with the skills to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Children's well-being and safety are paramount. The manager and her team are very aware that safeguarding is everyone's responsibility. Staff receive a thorough safeguarding induction and regular training that keeps safeguarding at the forefront of everybody's mind. All staff have very good knowledge and understanding of the types of abuse and signs to look out for, including the dangers posed to families from radicalisation. Recruitment is carried out effectively, which helps to ensure that staff are suitable to carry out their role. Children play in a very safe and secure environment that is routinely risk assessed. They learn how to keep themselves safe and well through meaningful activities, such as learning to stay safe online.

Setting details

Unique reference number	2556614
Local authority	York
Inspection number	10214805
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	0 to 4
Total number of places	42
Number of children on roll	85
Name of registered person	Little Green Rascals Organic Day Nurseries Limited
Registered person unique reference number	RP529046
Telephone number	01904607959 ext 1 then 7
Date of previous inspection	Not applicable

Information about this early years setting

Little Green Rascals Poppleton registered in 2019. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications, from level 6 to level 2, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. 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 and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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