

# Report for childcare on domestic premises

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Inspection date: 17 October 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive and make exceptional progress amidst the high level of nurture they receive at this outstanding setting. They quickly develop secure attachments with staff, seeking them out to show them what they discover. Children enjoy spending time with their peers as staff lead them in playing together. At mealtimes, children identify pictures of their friends and families as staff talk to them about similarities and differences. This helps to foster a sense of community and belonging. Children play safely in a well-organised environment and behave impeccably. They readily share and notice when others need a resource to join in. When they want to develop an activity, such as scooping lentils in a tray, they politely ask for what they need.

Staff have incredibly high expectations of what children can learn. Parents say that children learn skills such as gluing and sticking from a young age because staff patiently build up their skills. They appreciate the unique art that their children make. Furthermore, staff tune in to what younger children are doing to help play evolve during the day. For example, when babies experiment with banging blocks on various surfaces, staff promptly provide drums to extend their investigation. Children are highly engaged in learning through sensory activities that are linked to the stories and songs they enjoy. For example, toddlers explore oats with sticks and spoons as they listen to a familiar story. They become captivated as soft toys bring the story to life. This has been a particular focus after periods of isolation due to the COVID-19 pandemic. Staff noticed children swiping the pages of books like electronic tablets. Children now demonstrate a sense of wonder as they listen to and begin to join in with repeated phrases.

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

- Staff working with pre-school children listen intently to their conversations to gain a deep understanding of children's emerging interests. This information is skilfully utilised to scaffold and nurture the development of children's character. Staff hold meaningful conversations, reminding children about their sense of adventure or what they find funny. This helps children to develop a strong sense of self.
- Children develop a strong understanding of the impact that their actions have on others. Staff encourage children to think about emotions and how other people may feel as a result of their own behaviour. This helps children to develop high levels of respect for others and understand why behaviour rules are in place.
- Children experience food and celebrations from their peers' various cultures. For example, they bake the different breads eaten by their peers at home. Parents cherish the invitation to share books and cultural items from home. During Diwali, parents provided fabric for the children to dress up in saris. These shared

experiences help children to make links in their learning and strengthen their appreciation of everyone's uniqueness.

- Staff help children to develop the characteristics of effective learning. They capture children's curiosity and help them to plan activities to deepen their understanding. For example, when reading stories about autumn, children asked to make hedgehogs. Staff helped them to formulate ideas by drawing on children's prior knowledge. Children decide to make salt dough together. Staff ask questions, such as 'what will happen if...' to develop their thinking skills. Children solve problems together and proudly achieve their goal.
- Music and movement are prioritised at this setting. Staff purposefully take time to help children learn vocabulary through songs. Babies focus intently as they look to see what prop will be pulled from the music bag. They copy the expression of surprise on staff's faces and begin to repeat words. Children thoroughly enjoy the daily music and movement time. As they progress, they dance and match actions with words. This strengthens children's understanding and helps them to build their speech into longer phrases.
- The passionate lead practitioner continually reflects on practice as she strives to achieve the best outcomes for children. She mentors and leads her staff to teach children all areas of the curriculum through play. There is a strong sense of shared purpose that is keenly focused on developing children's knowledge and skills into larger concepts. Furthermore, the lead practitioner regularly draws staff's attention to the impact that this sequential approach has. As a result, staff are enthusiastic and have a deep understanding of the areas of learning they teach.
- Provision for children with special educational needs and/or disabilities (SEND) is inclusive. For example, painting is made accessible to children with texture sensitivities by attaching a peg to a sponge with paint on. This enables them to take part in the same activity as their peers. In addition, the lead practitioner is thorough in collating observations from the earliest moment of concern. She uses these to highlight areas of need to outside agencies and works with them to secure additional provision if necessary. As a result, children with SEND make the best possible progress and have support in place in readiness for school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have superb safeguarding knowledge. All staff know children and their families well, and organise support for them when needed. Furthermore, children's safety and well-being are engrained in the ethos of the setting. Staff think carefully about what they need to know. For example, they plan trips to Lake Windermere to help children to learn the importance of water safety. Children practise what they learn as they sail in canoes. This helps to embed their knowledge. Leaders in the setting understand British values and consider the risk of children hearing extremist views. When children celebrate Christmas differently, they check that there is an attitude of acceptance.

## Setting details

<b>Unique reference number</b>	EY421862
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10235503
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	59
<b>Registered person unique reference number</b>	RP511185
<b>Date of previous inspection</b>	10 November 2016

## Information about this early years setting

Little Rascals registered in 2011. The childcare setting employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The lead practitioner, deputy and under-two room lead hold early years teacher status. The childcare setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.45am to 5.45pm. The childcare setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susie Millward Sampson

## Inspection activities

- This was the first 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 nursery.
- The lead practitioner took the inspector on a tour of the setting. She explained their curriculum intent and how the environment is organised for learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A joint observation of a group activity took place. The inspector discussed the quality of teaching and learning with the lead practitioner.
- Parents talked to the inspector in person and via telephone.
- Children told the inspector about their time at nursery throughout the inspection.
- A sample of relevant documentation, such as training for paediatric first aid, was viewed during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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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