

Inspection of Rascals Day Nursery

The Old School, 400 Little Wakering Road, Barling, Southend on Sea, Essex SS3
OLN

Inspection date: 4 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy stories read to them with enthusiasm and excitement. For example, in the toddler room, a member of staff engages with all children throughout the story. Children fill in the missing words of the story, extending their communication and language skills. Children feel the textures and make sounds of the pictured animals. Children also enjoy looking at books independently. They focus their attention on the pictures, turning the pages carefully.

Children work together well. They learn how to make play dough together. Children mix the ingredients and discuss how the texture changes from a liquid to a solid. They comment, 'It looks like porridge.' They copy the member of staff as they squeeze their hands together and slowly open them, to explore the sticky texture of the play dough. Children count the scoops of flour they are adding, developing their mathematical skills. Children independently unscrew the lids of the food colouring and comment on what colours they make. Children are excited when they make purple. When it is time to tidy up, children excitedly say, 'Teamwork'.

Children have good independence skills. Children in the baby room pour their drinks and learn to serve their own food during lunch. Parents comment that children are more independent at home and want to serve their own cereals at breakfast. Older children learn to dress themselves, and show the inspector how they can fasten the buttons on their tops independently.

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

- Staff get to know children's experiences and create a curriculum that extends this. For example, if children have not had many opportunities to visit the park, staff take them there. Children have attended the local church and had a visit from firefighters.
- Staff work with parents to create family books. Parents share photos of their family and their values, such as 'be kind and honest' and 'always leave saying I love you'. They share the festivals they celebrate, such as Diwali. These are put together into a book for children to share with their peers.
- Children have access to a range of materials to draw with. They enjoy drawing pictures for each other, developing their literacy skills.
- Children enjoy yoga sessions. They like stretching and exploring movements with their bodies. This supports their physical development.
- Children have access to a range of technology. They use cameras to take photos. Staff have created a photo album that they can reflect on together.
- The nursery manager has a strong focus on providing an inclusive environment. She works with staff to review children's learning and development, and puts in place support plans for children in need of additional help. The nursery manager

and staff work closely with parents to review children's progress in order to provide the best help for children.

- Staff welcome in families to participate in activities with children at nursery. For example, parents enjoyed a 'messy morning' with their children, exploring paint and play dough. This develops staff's partnerships with parents.
- Older children work together to create an electronic block kit. They fit the pieces together and then press the button to see if it works. The member of staff shows the children that when it is successful, they can feel the vibration. Children place their hands on the table and show delight when they feel this.
- Parents speak highly of the staff at the nursery. They comment that staff are wonderful and welcoming and provide a safe, fun and inclusive environment for all children. They comment on the strong partnerships and communication they have with staff.
- Staff sing songs with children and model how to use equipment. However, there are moments when children's interaction with staff is interrupted for staff to complete routine tasks. Children then get restless as they wait unnecessarily for meals, and this affects their engagement levels.
- Children have formed good attachments with staff. Some children are more confident and have a closer bond with particular staff. Key persons know their key children well and successfully meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They are aware of the signs and symptoms of abuse and how to report any concerns. They are aware of wider concerns, including county lines, cuckooing, female genital mutilation and radicalisation. The management team reviews children's attendance and any incidents at home to ensure that children are safe. Staff know the procedure they should take if they have concerns about a member of staff.

What does the setting need to do to improve?

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

- review the organisation of daily routines so that children's learning is not interrupted.

Setting details

Unique reference number	EY415045
Local authority	Essex
Inspection number	10263869
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 9
Total number of places	61
Number of children on roll	76
Name of registered person	Polardreams Limited
Registered person unique reference number	RP521727
Telephone number	01702217589
Date of previous inspection	15 May 2017

Information about this early years setting

Rascals Day Nursery registered in 2010. The nursery opens all year round, Monday to Friday, from 7am until 7pm. There are two members of staff, including the manager, who hold an appropriate childcare qualification at level 4. There are nine members of staff who hold a childcare qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stef Montgomery

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 inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn, both inside and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to children about what they are doing at the setting.
- The inspector spoke to parents, taking account of their views of the setting.
- The inspector looked at relevant documentation, including first-aid certificates and Disclosure and Barring Service numbers of staff members.

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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