

Inspection of Little Rascals Day Nursery

Print House, Northgate, Aldridge, WALSALL WS9 8TH

Inspection date: 9 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The opportunities children receive at the setting and within the local community are worthy of sharing. For example, children partake in national appreciation days and awareness weeks to learn about important health, cultural and social issues. They paint rocks and bake cakes to give to people in the community. This promotes a culture of thoughtfulness.

Children are extremely happy and secure, and they form strong attachments to their key persons through meaningful interactions. This is essential to children's emotional and social growth. Staff are extremely responsive to all children's needs. For example, when toddlers hesitate to explore the paint with their hands, staff quickly provide alternative choices, such as a paint brush, to develop both physical and social skills. This gives toddlers the confidence they need to develop their sensory skills, and over time they feel safe to paint with their hands.

Children are highly inquisitive. For example, what starts off as 'one-to-one time' with key persons, quickly turns into a large group activity. This demonstrates that children have an active desire to learn. For example, when babies observe their peer's enjoyment in an 'instrument activity', they crawl over to participate. Additionally, when older children notice the 'Midlands Metro' while attending a trip, their interest in the tram system helps staff to plan hands-on experiences to further promote their curiosity.

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

- Leaders excel in their performance management. Their utmost priority is given to providing staff with training opportunities to enhance their continuous professional development. Additionally, they actively encourage staff to share their ideas and knowledge with other staff to drive improvement plans. This shows that leaders value staff and nurture their skills.
- Leaders visit a wealth of other establishments, complete highly comprehensive audits, and regularly liaise with other professionals to embed an enabling environment. This means all children thrive, including those with special educational needs and/or disabilities (SEND). Furthermore, they plan for an ambitious future to ensure that they continue to build on children's outcomes. For instance, the manager aims to create a 'SEND hub' to enhance the support families receive.
- Partnership with parents is superb. Parents are exceptionally pleased with the progress their children make. They show delight when discussing the support they receive. The special educational needs coordinator works remarkably well with key persons and parents to help children settle. This means that any developmental concerns are identified early and appropriate support is swiftly

implemented.

- Staff tailor the curriculum around children's individual needs. For example, they use an early talk programme and British Sign Language to develop children's speaking and listening skills. Additionally, leaders and staff place strong emphasis on promoting children's emotional well-being. This means children have the secure foundations to successfully build on what they know and can do.
- Children receive the highest levels of care from extremely skilled staff who are truly present with children throughout the whole day. For example, staff show genuine respect and interest when engaging in conversations with children. They prioritise time for children to engage in 'mindfulness yoga' to practise their breathing techniques. This helps children to feel calm and ready to learn. These positive behaviours are reflected in the way children socially interact with one another.
- All children greatly benefit from learning in small groups. For example, children of all ages and abilities have the freedom to manipulate different materials through exploration and experimentation in the purposely built art studio. Additionally, older children greatly benefit from learning in the 'foundation room', where they receive focused support to further challenge their learning. This means children are prepared for school, cognitively, socially, and emotionally.
- Staff skilfully weave mathematics into routine play. This helps children to develop a strong understanding of numbers, counting and problem-solving. For instance, children independently count as they find hidden treasure in the sand tray and practise simple subtraction as they count the total number of children when one child goes home.
- Children learn from an early age to be independent. Staff strongly encourage them to make their own choices and they have plenty of time to practise key skills. For example, when children use a flannel to clean their mouth, staff support them to remember how to clean around their face and neck. As a result, children manage their own self-help skills extremely well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are extremely confident with discussing their roles and responsibilities for safeguarding children. They have an excellent awareness of the signs and symptoms that may indicate a child is at risk of abuse or neglect. Staff are very confident in how to report their concerns. Leaders constantly review safeguarding scenarios with staff to ensure that their knowledge is up to date. Additionally, they provide staff with prompts around the room, such as visual indicators of food size that may cause a child to choke. Staff conduct vigorous checks on children while they sleep. They support parents to understand the dangers of co-sleeping.

Setting details

Unique reference number	EY290553
Local authority	Walsall
Inspection number	10264329
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	80
Number of children on roll	105
Name of registered person	Little Rascals Childcare (West Midlands) Ltd
Registered person unique reference number	RP524777
Telephone number	01922 455060
Date of previous inspection	12 June 2017

Information about this early years setting

Little Rascals Day Nursery registered in 2004 and is in Walsall. The nursery employs 27 members of childcare staff. Of these, 20 hold an appropriate early years qualification, including 15 at level 3, one at level 4, two at level 5 and two at level 6. The nursery opens from Monday to Friday, all year round, except for Christmas and bank holidays. 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

Mikaela Stallard

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 provider and has taken that into account in their evaluation.
- The manager, provider and the inspector completed a learning walk.
- The inspector carried out a joint observation with the provider.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and complaint logs.

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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