

# Inspection of Rascals

Fairways Primary School, The Fairway, LEIGH-ON-SEA, Essex SS9 4QW

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Inspection date: 8 March 2023

<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	Outstanding

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

### **The provision is outstanding**

Children flourish and thrive in this exceptionally wonderful setting. From the moment they arrive, children are immersed in rich experiences that motivate and inspire them to learn. Children receive the utmost care and attention from staff. Interactions are sensitive and nurturing. As a result, children demonstrate that they feel safe and secure in the setting.

Across the nursery, children show deep engagement in their play. Experiences are highly ambitious and carefully planned to introduce children to the wider world. Young children show the utmost delight as they stomp and splash in large puddles. Older children test their engineering skills as they design and create large towers from recyclable materials. They use their superb problem-solving skills to work out how to build a secure base and stop their constructions from toppling over.

Children become absorbed in books that are read enthusiastically by adults. Babies show a deepening love of stories and remain deeply attuned as they become fully immersed in the words and patterns in familiar stories. The outdoor environment provides an expansive and exciting natural classroom. Children explore with curiosity and wonder, transporting water, digging for treasure and taking care of the fairy garden. They fully embrace the outdoors, despite the cold and wet weather.

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

- The curriculum is ambitious and inspiring. Children are introduced to a broad and ambitious set of experiences that develop, support and consolidate learning. Leaders have high expectations for children, and staff support them to build on prior knowledge. Teaching is inspirational and showcases the impressive knowledge staff hold about their children. Adults skilfully combine what they already know about children with their secure understanding of child development. As a result, children make rapid progress in their learning.
- Children are building and developing a broad range of vocabulary. Communication and language is seamlessly woven through the curriculum. Adults use every available opportunity to develop children's vocabulary. They consistently use unfamiliar words as children play. For example, when painting with bamboo sticks, children think of words, such as 'snappy' and 'strong', to describe the sticks. Older children are developing the rules of language and demonstrate this through their play, taking conversational turn with their peers.
- Babies' senses are developing rapidly. They engage in a range of experiences that develop and extend sensory awareness. For example, they explore paint and sensory balls in a large tray. Babies use their hands and feet to explore the texture and feel of the paint. They handle the sensory balls, rolling and dropping

them as they play.

- Behaviour across the setting is impeccable. Children show kindness and respect to their peers. They play together, collaborating and taking turns when playing outside with the large parachute. Children's attitudes to learning are consistently positive. As a result of the remarkable experiences provided, children regularly experience deep levels of learning and sustain concentration for extended periods of time.
- Leaders place a high value on supporting children's emotional well-being. Adults provide patient and sensitive responses when children are upset, supporting them to make sense of their emotions. Staff are highly attuned to children's personalities and emotional needs. Children have developed the language of feeling. This means that they can manage a range of emotions and self-regulate their own feelings and behaviour.
- Parents speak extremely positively about the setting. They praise staff for how well their children have settled into nursery and how happy they are.
- Children with special educational needs and/or disabilities (SEND) receive specific and well targeted support. The nursery's special educational needs coordinator (SENCo) applies her extensive knowledge to tailoring individual support plans for children. Highly effective partnerships with parents and professionals further build on the already extensive support that children receive. As a result, children are making exceptional progress in their learning and development.
- Leadership is inspirational. The extremely knowledgeable and professional manager has embedded a highly effective curriculum. Meticulous self-evaluation and reflection is used to review and consider the curriculum and the impact of teaching. The manager and her committed team access regular, high quality training to further strengthen and improve the already impressive curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have created an incredibly strong culture of safeguarding where all children are kept safe. Staff have an exceptional knowledge of a broad range of abuse types and the signs and symptoms that they should be aware of. In addition, leaders have ensured that all staff are aware of their safeguarding responsibilities about how, and when, they should report concerns. This ensures that swift action is taken and children are protected from future risk. Hygiene procedures are meticulous, which means that children are protected from the risk of infection. Leaders place a high priority on safety arrangements and maintaining the premises to a high standard.

## Setting details

<b>Unique reference number</b>	EY271249
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10280826
<b>Type of provision</b>	Childcare on non-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>	1 to 11
<b>Total number of places</b>	53
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Polardreams Limited
<b>Registered person unique reference number</b>	RP521727
<b>Telephone number</b>	01702 522030
<b>Date of previous inspection</b>	24 August 2017

## Information about this early years setting

Rascals registered in 2003. It is one of two nurseries run and managed by Polardreams Limited. There are 21 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday, from 7am until 7pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. It also offers care to school-aged children before and after school and during school holidays.

## Information about this inspection

### Inspector

Clare Ford

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The Inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The SENCo spoke to the inspector about how they support children with SEND.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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