

# Inspection of Rascals

The Old House, Keelby Village Hall, King Street, Keelby, Grimsby, N E Lincolnshire  
DN41 8EE

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Inspection date: 12 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children show that they feel safe and secure in staff's care. When younger children become unsettled as visitors enter the playroom, they are quickly comforted and given reassurance from staff. They soon settle and are keen to engage in learning. Older children use staff member's names to get their attention before showing them their achievements. For example, children show staff how they can push play dough through a tube. Staff praise children for their efforts, helping to raise their self-esteem. Children know the routine of the day. This helps them to know what is expected of them. For example, when staff ring a bell, children happily stop what they are doing, wiggle their fingers and wait for staff's instructions.

Younger children are supported by staff to develop their hand-eye coordination. They copy staff to build towers using foam bricks, placing them carefully on top of each other. Older children are supported by staff to develop their understanding of numbers. They are asked to recognise, match and count numbers in the correct order to 10. Children show that they remember previous learning. For example, when older children play in water, they use different containers to fill and empty. They identify that the containers are either metal or plastic. This knowledge is from previous discussions with staff about recycling different materials.

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

- The manager and staff use the curriculum to support children's learning. One example of this is when they plan activities for children to develop their knowledge of people who help them. Staff provide opportunities for children to use toy emergency vehicles in their play. Children use chalks and paint to draw pictures of fires. Staff give them water sprays to pretend to put out the fire. This helps to develop their imagination.
- Staff provide children with experiences to broaden their knowledge of the local community. For example, they take them on walks to the park to learn about nature. Children go with staff for weekly visits to the library, helping to develop their love of books.
- Overall, staff support children's communication skills well. For example, they talk to children when they play alongside them. Staff plan group times to encourage children to sit, listen and follow instructions. However, occasionally staff working with the younger children do not consistently name the objects children play with correctly. This does not fully support their early understanding of words.
- Children who have special educational needs and/or disabilities are supported well. Staff share information about children's development with other early years settings they also attend. Targeted plans are developed jointly and implemented to help children progress in their development.
- Children behave well. They receive gentle reminders from staff to use good

manners and to be polite. When children struggle to express their thoughts, staff talk to them about words they can use. For example, when a younger child takes a number card that an older child is playing with, staff talk to the older child about using their words, such as 'Please can I have it?'

- Staff provide parents with a termly summary showing their child's progress. This helps to keep them informed about what children are learning. However, staff do not offer all parents ideas and suggestions about how they can continue their children's learning at home. This will provide more consistency in supporting their development.
- Since the COVID-19 pandemic, the manager identifies that children need further support to be independent. So, staff provide children with opportunities to complete tasks on their own. Children take off their outdoor shoes when they arrive. They are asked to pour their own drinks and serve themselves food at meal and snack times.
- The manager and staff work closely together to create a culture of support for each other. Discussions take place at meetings with the manager to help staff to reflect on their practice. The manager asks staff for feedback about herself to help reflect on her own practice. Staff say that they feel supported with their well-being.
- Staff support children's literacy skills well. They read them stories about oral health to help them understand the role of a dentist. Older children learn the sounds that represent the letters of the alphabet.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff support children to understand how they can keep themselves safe. For example, they talk to children about road safety when they walk with them in the street. Children say that they need to stop at the sign and to look and listen for cars before they cross the road. Staff promote children's safety when they play outdoors in hot weather. They apply sun cream and ensure that all children wear a hat. The manager and staff work closely with agencies to promote children's safety. They know how to identify signs of abuse and where to report their concerns.

## **What does the setting need to do to improve?**

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

- support staff to use the correct name for objects younger children play with to support their early understanding of words
- offer ideas and suggestions to support all parents to continue their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY377471
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10285421
<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>	0 to 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	MacFarlane, Sally Louise
<b>Registered person unique reference number</b>	RP907937
<b>Telephone number</b>	01469 560068
<b>Date of previous inspection</b>	5 October 2017

## Information about this early years setting

Rascals registered in 2008 and is situated in Keelby, Grimsby, North Lincolnshire. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, two at level 6 and one who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the provider has 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents and other professionals shared their views of the nursery with the inspector.

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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