

Inspection of Little Rascals Pre-School

Whybridge Infant School, Ford Lane, RAINHAM, Essex RM13 7AR

Inspection date: 23 June 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and safe at the nursery. They receive warm and nurturing care, which helps them to be confident and make good progress in their learning and development. A well-planned induction process means that children experience a secure transition to nursery. Children move independently and with confidence in a well-resourced environment. They are confident to let adults know of their needs and wishes and seek support from them when needed. Staff consistently remind children how their actions affect others, which means there is a strong focus on sharing and taking turns. They help children to consider how their friends might be feeling and support them to share resources. This helps children to manage their feelings and develop good social skills.

There is a strong focus on keeping healthy. For example, children are asked what they need to do before snack time. They respond by saying, 'Wash our hands.' This promotes children's development of good hygiene and self-care habits. The day starts with a music and movement session to help children develop their muscles and 'wake up' their brains. Adults use opportunities throughout the day to talk to children about healthy eating and the effect it has on their bodies.

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

- Parents are welcomed into the nursery to facilitate the separation process for children and to participate in meetings to discuss the children's progress. Open days allow families to be a part of nursery life, learn more about their respective ethnicities and celebrate diversity. They join in activities and share cultural food.
- Adults skilfully help children develop their vocabulary by encouraging back-and-forth interactions. They ask children how ice is made and how it feels when they hold it. Children respond by saying they put it in the freezer and that the sun is melting it. They explore the ice, with adult support, and learn new words as they talk about melting and temperature. Occasionally, adult-led activities involve too many children, meaning some children miss out on learning.
- Children are provided with resources to develop their strength, balance and coordination. With encouragement and support, children step in and out of tyres, taking 'giant' steps. They show care towards each other, holding hands and waiting their turn. Positive praise means children take pride in their achievements.
- Snack time provides an opportunity for children to do things for themselves. They share out the plates and cups, pour their own drinks and choose what they want to eat. Children take their plates to the sink and wash them when they finish. This helps them to develop lifelong habits.
- Children listen to and follow instructions at tidy-up time. They sort out objects and put them away in the correct trays, demonstrating a strong sense of

responsibility for their environment. Adults gently support children who are learning nursery routines, meaning all children join in.

- Staff assess children's needs and work sensitively with parents and carers to plan next steps. Regular email updates and a home-school book keep them informed of the progress their children are making. The nursery requests support from external agencies as needed in a timely manner.
- Staff plan interesting activities to promote children's learning and development. Children look for numbered shells in water to develop early maths skills. Circle times help children listen to stories and join in with familiar phrases and rhymes. On occasion, activities in large groups mean that younger children miss out on learning as they are not yet confident to take part.
- Staff speak highly of the managers and the support they receive. They say that the managers are always available when they need to speak to them. Team meetings and development opportunities help staff to keep up to date with their learning. This has contributed to a motivated staff team that feels valued and supported.
- Parents praise the nursery and the service they receive. They refer to it as a home from home and say that their children are very happy at the nursery. Parents describe how the care and education their children receive have helped them to make friends and learn social skills. They value the strong parent partnership and share that staff are friendly, helpful and approachable.
- The managers keep up to date with developments in the early years by accessing training, including that offered by the local authority. They spend time with children and staff, modelling best practice. They are kind and caring and work hard to support staff and families.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure and confident knowledge of safeguarding and child protection. They fully understand the signs and symptoms of abuse that may highlight a risk of harm for children and respond to identified concerns efficiently. Robust recruitment procedures are in place to ensure the suitability of those who work with children. Leaders ensure that staff attend regular safeguarding training to keep their knowledge up to date. The staff take appropriate steps to protect children from female genital mutilation and are aware of the safeguarding concerns relating to the 'Prevent' duty. Comprehensive risk assessments are undertaken, and the premises are cleared of any identified hazards.

What does the setting need to do to improve?

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

- review the way that adult-led activities are delivered so that the planned

learning intentions are achieved for all children

- consider the organisation of large group activities to ensure that all children, including the youngest, are able to contribute and benefit fully.

Setting details

Unique reference number	EY339482
Local authority	Havering
Inspection number	10288974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	54
Number of children on roll	54
Name of registered person	Little Rascals Partnership
Registered person unique reference number	RP525831
Telephone number	01708 550075
Date of previous inspection	8 November 2017

Information about this early years setting

Little Rascals Pre-School registered in 2006. It is open each weekday from 9am to 3pm, term time only. The pre-school receives funding to provide free early education to children aged two, three and four years. There are a total of 11 staff, including the provision owners, 10 of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Rehema Essop

Inspection activities

- This was the first routine inspection the nursery received since the COVID pandemic began.
- The manager took the inspector on a learning walk of the provision and explained their approach to learning.
- A leadership discussion was held with the managers.
- The inspector gained some views from parents about the nursery provision.
- The inspector observed interactions between staff and children.
- The inspector observed the quality of the education being provided 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023