

Inspection of Country Rascals Nursery

Mars Lane, Scaling, SALTBURN-BY-THE-SEA, Cleveland TS13 4TR

Inspection date: 24 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enter the home-from-home nursery eagerly and soon settle to activities. They relish the daily routine. Staff engage them in lively conversation from the start and focus on children's interests and ideas. This makes them feel valued and welcome. Children are happy and confident, showing that they feel secure at the nursery. They delight in exploring and investigating, both indoors and outside. Children are active learners and are keen to try out new experiences. For example, they recently had a go at body boarding at a local beach and enjoyed rock climbing nearby. Outdoor play is a priority at the nursery and children have plenty of opportunities to practise running, climbing and balancing on the equipment in the garden. Babies learn to move safely up carpeted steps and slide down the gentle slope. These activities benefit children's physical development. Children learn using all of their senses. For instance, they taste vegetables grown in their garden, feel different textures and materials and choose paint colours to create prints.

Staff have high expectations of children's behaviour. Children behave well and learn to share and take turns. Staff are good role models, who encourage children and praise their efforts. Children willingly help to keep the play areas safe. They help their friends and younger children with tasks. For example, children give out small bowls of fruit at snack time.

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

- The manager and staff ensure that the nursery is highly inclusive. The support for all children, including children with special educational needs and/or disabilities, is very strong. All children thrive. They make good progress from their starting points. Many children start at the nursery as babies and continue to attend up to school age, and are followed there by their siblings. Staff are careful to include all children fully in activities and encourage quieter children to contribute their thoughts and ideas.
- Parents value the good communication from all staff, especially their child's key person. They feel fully informed about their children's experiences and learning and development. Parents comment on the extent of the care and support provided by staff for the whole family.
- The manager has a clear vision for the nursery. She promotes staff well-being at every opportunity. Staff say that they enjoy their roles. They have opportunities to enhance their professional development, such as finding out more about how babies develop. The manager coaches new and existing staff to address any support needs. Supervision arrangements are ongoing. However, these are not consistently targeted as strongly to help staff to improve their interactions with children and enhance the structured curriculum even further.
- Children benefit from fresh air and exercise and nutritionally balanced snacks

and meals. This helps their good physical development. Older children learn to wash their hands for themselves and to follow good hygiene procedures. However, occasionally, staff do not fully implement the best hygiene practice. They sometimes miss opportunities to help all children to understand the importance of following these procedures consistently.

- Children find out about the wider world around them. For instance, they plant seeds to grow into vegetables, sample the produce and cook meals with it. They visit the community, such as on outings to local cafes and exploring woodland. Children learn about the similarities and differences between themselves and others during these activities.
- Babies and children practise their self-care skills, which helps them to become more independent in preparation for future learning. Young children feed themselves confidently. Older children find wellington boots and jackets to put on before playing outdoors. Staff work closely in partnership with parents to help children with toilet training. They work hard to ensure that the move from the baby room to the pre-school room and onward to school is as smooth as possible.
- The manager and staff provide flexible and tailored settling-in sessions for babies and toddlers. They gather meaningful information about babies' routines and likes and dislikes. Staff make sure that they use this information to help children in their learning and development from the start. This helps children to settle quickly and well.
- Staff read books to babies and children of all ages, throughout the day. They sing songs and rhymes together. Staff ask questions, giving children time to answer, and introduce new words. Children make marks using paint, sand and crayons. They listen carefully so that they will be able to distinguish sounds. These activities help to support the good development of children's communication and language and early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities in keeping children safe from harm. They complete safeguarding training regularly and apply this knowledge to their everyday practice. All staff know what actions to take should they have a concern about a child's welfare or about another member of staff. The manager follows safer recruitment procedures to help ensure that all staff are suitable to work with children. She also carries out ongoing checks on the environment. Staff are deployed to ensure that children are closely supervised at all times at the nursery and on outings. Children learn to take managed risks when they have adventures at places of local interest.

What does the setting need to do to improve?

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

- strengthen existing supervision arrangements further to support staff to deliver a consistently ambitious curriculum through the highest quality teaching
- support staff to implement good hygiene routines at all times to help children understand the importance of following these carefully.

Setting details

Unique reference number	EY499966
Local authority	North Yorkshire
Inspection number	10295591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	26
Number of children on roll	44
Name of registered person	Jefferson, Polly
Registered person unique reference number	RP901156
Telephone number	01287 643481
Date of previous inspection	19 December 2017

Information about this early years setting

Country Rascals Nursery registered in 2016 and is located in Saltburn-by-the-sea. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. This included a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector relevant documentation.

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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