

Inspection of Rascal's Day Nursery

Stuart Close, Gorleston, GREAT YARMOUTH, Norfolk NR31 7BU

Inspection date: 5 September 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has not ensured that they have followed their own procedures to check the suitability of staff working with children. They do not implement recruitment policies that ensure that children are cared for by staff with the required knowledge and experience to meet their needs. Staff do not receive induction and mentoring that helps them to understand and provide appropriate learning for the age and stage of children that they teach.

The provider has not ensured that all children receive the quality of education to which they are entitled. Children with special educational needs and/or disabilities are not consistently supported in their learning. As a result, not all children make progress in their development to be fully prepared for the next stage in their learning, including school. Leaders assess how additional funding is spent, however, this is not effective in identifying where improvement is needed to support children's development.

Children who have been at the nursery for some time arrive happily and settle quickly to their play. Over their time at the nursery, children learn to be kind and considerate to their friends as they follow the lead set by staff. They look out for each other and are confident to ask for help when they need it.

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

- There has been significant change in the staff team at the nursery. The provider has not fully considered the impact of re-opening the baby room this term. They have not ensured that staff in the baby room have the knowledge and experience needed to care for babies. Furthermore, babies are frequently left in the care of staff who have not been fully vetted and who have not received the mentoring and support needed to become effective in their roles. At times, the needs of the babies are not being met; they are not nurtured to help them settle or provided with the stimulation they need to thrive.
- The provider has not implemented effective systems to check staff's knowledge and understanding. The provider has not ensured that there is a named deputy in place and the provider is currently covering this role. This results in the provider failing to identify breaches in legal requirements as they have limited capacity to lead the setting. Furthermore, this places additional burden on staff and compromises staff's well-being.
- Staff regularly assess children's progress and plan interventions targeted at addressing gaps in their learning. Despite this, the provider has not monitored the system in place effectively to support all children to ensure that they consistently receive the help they need to progress well in their learning.
- Parents comment on how staff have supported them and their children through

difficult times. They value the suggestions from staff to help develop their children's learning at home. However, not all staff or parents are clear about the allocation of key persons. This means that there is confusion about who is responsible for settling in new children and liaising with parents.

- Children benefit from a healthy diet prepared by the in-house chef. Staff are careful to find out about children's dietary requirements and implement effective measures to ensure that these are met.
- Staff teaching older children know the children well. They engage them in conversation and provide a stimulating environment for them to explore independently. In the well-equipped outdoor area, children learn how things grow as they care for tomato plants and enjoy tasting fruit. They have plenty of opportunities to take risks and develop their large-muscle skills, for instance, by playing on the climbing frame.
- Staff induction covers how to raise child protection concerns about a child at the nursery. All staff understand the importance of swiftly identifying when a child may be at risk and the steps they need to take to escalate their concerns should this become necessary.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective recruitment procedures to ensure that those caring for children are suitable to do so	30/09/2024
ensure that staff have sufficient knowledge and expertise to be able to provide a good level of education, nurture and support for the age of children that they are teaching	30/09/2024
implement a robust programme of induction and support for staff that raises the quality of teaching and outcomes for children	30/09/2024

access support swiftly for children with special educational needs and/or disabilities that result in them receiving the education to which they are entitled and making progress in their learning and development	30/09/2024
implement a key-person system that is clearly understood by staff and parents.	30/09/2024

Setting details

Unique reference number	EY447168
Local authority	Norfolk
Inspection number	10354934
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	35
Number of children on roll	32
Name of registered person	Welton, Amanda Jayne
Registered person unique reference number	RP516292
Telephone number	01493651079
Date of previous inspection	12 November 2018

Information about this early years setting

Rascal's Day Nursery registered in 2012 and is located in Great Yarmouth, Norfolk. The nursery employs seven members of childcare staff. Of whom, six staff hold appropriate early years qualifications at level 3. 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

Terrie Simpson

Inspection activities

- 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.
- The children told the inspector what they like to do when they are at the nursery.
- The staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector discussed the quality of education through several observations during the inspection, including a joint observation in the garden.

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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