

# Inspection of Rascal's Day Nursery

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

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Inspection date: 4 February 2025

**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 Inadequate

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

### **The provision is good**

Leaders plan a well-rounded curriculum that staff tailor to meet each child's individual needs. It also provides children with the experiences and knowledge they need to prepare them for the next stages of their education. Staff focus their attention on supporting children to develop their communication and language skills through lots of conversation, singing and sharing stories, as well as building their confidence and social skills. Staff share new information to help children to build on their knowledge and understanding of the world. For example, staff show children the vegetable pak choi, and explain that it is a food which originates from China.

Children actively engage in learning. They become good communicators who hold thoughtful conversations. Children are keen to talk to each other and to the adults. They follow their own interests and ideas. Older children chat to their friends as they play and learn, building on each other's ideas. When children need to develop their social skills and to understand how to get along well with others staff give them close and considered support. This helps children to develop new skills which they then successfully practise. Children are proud of their achievements and persevere to achieve their goals. For example, older children concentrate on using glue to make cards for their family, or focus on trying to cut up a real vegetables in the role-play kitchen. Children's thinking develops as staff encourage them to solve problems and set them challenges, including those about shape, space, measure and numbers.

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

- Leaders and managers have worked closely with the local authority to address the weaknesses identified at the last inspection. Procedures for recruiting and inducting new staff have been revised and there is a clear plan in place to ensure that any staff who will be working with babies have suitable skills, knowledge and training to do so. Leaders only recruit staff who demonstrate that they will be able to fulfil the requirements of their roles. The youngest children now receive attentive care, which maintains their safety and meets their needs.
- There has been an increased focus on supporting staff to complete training to improve their skills. Overall, staff understand the provider's curriculum well and deliver it to children. However, there is sometimes a lack of consistency in ensuring that all of the intended teaching methods are used. For example, while leaders plan for staff to use signs with children to help further strengthen children's communication skills, staff do not routinely do this.
- A key-person system is in place and all children have a key person allocated. These details are communicated effectively to parents. However, key people are

sometimes deployed to work in rooms where their key children are not based. This limits the time that they can spend directly supporting their key children's learning and building their bond with children to be able to give them the most incisive support.

- Relationships with parents are positive, with a clear focus on ensuring children's safety, well-being and good development. Parents report that their children gain new knowledge and skills from the nursery and are happy to attend. They value the feedback about how their children are progressing as well as the guidance staff give to support children's learning at home.
- All those working with the children understand their role in ensuring their welfare. Staff notice and report any concerns about children's safety or well-being to leaders who work with parents, and where necessary other agencies, to ensure the right support is sought for children and their families.
- Staff and managers reflect on the provision. They identify and make changes where they need to alter provision for children to improve their skills. For example, staff have worked to help children to learn how to serve and clear away their own food. They also teach children social skills during lunchtime. Consequently, children learn how to show good manners. This helps older children to be ready for the next stage of their learning, such as school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- consider the staffing arrangements so that key persons spend more time supporting and interacting with their key children
- support staff to develop a deeper understanding of how to deliver the curriculum consistently in order to raise the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	EY447168
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10371052
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Welton, Amanda Jayne
<b>Registered person unique reference number</b>	RP516292
<b>Telephone number</b>	01493651079
<b>Date of previous inspection</b>	5 September 2024

## 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, all of whom 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 all eligible children.

## Information about this inspection

### Inspector

Kate Hipperson

## Inspection activities

- The owner, the manager and the inspector discussed how they organise the provision, including the aims and rationale for their early years curriculum.
- Children spoke 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.
- Parents and carers shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the owner and the manager about the leadership and management of the nursery.

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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