Little Green Rascals - 7 Minster Yard

Unique reference number (URN): EY562081

Address: 6-7 Minster Yard, York, YO1 7JD

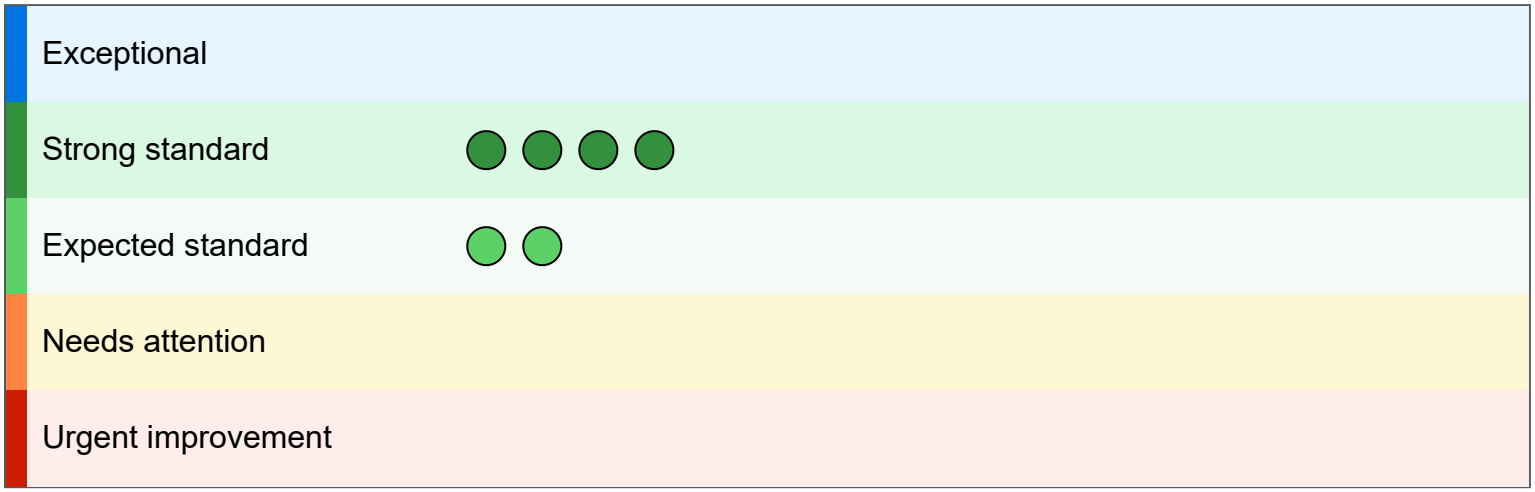
Type: Childcare on non-domestic premises

Registered with Ofsted: 20/07/2018

Registers: EYR, CCR, VCR

Registered person: Little Green Rascals Organic Day Nurseries Limited

Inspection report: 28 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Children of all ages and abilities, including those who have special educational needs and/or disabilities, make strong and sustained progress, no matter their starting points. Many children achieve beyond typical expectations. They rapidly develop language and communication skills from the earliest opportunity. Young babies, yet to learn to speak, make choices by pointing to a picture that represents a song they want to hear. Older children develop a rich and varied vocabulary, confidently using a wide range of words, such as when they describe 'tornados' and the 'eye of the storm' during a science experiment.

Children develop secure skills across all areas of learning, and make particularly remarkable achievements in their personal, social and emotional development. They are confident, capable and motivated learners who are very well prepared for the next stage of their learning in nursery. For example, children confidently move to the next room, ready for the increased challenge this provides. Pre-school children have a secure range of skills on which to base their future learning.

Curriculum and teaching

Strong standard

Leaders' in-depth reflections on the curriculum involve staff who work directly with the children. This helps to ensure that the curriculum is flexible, continually adapted, and remains relevant and highly effective for every child. Staff develop a clear picture of what children know and can do when they start. They scrutinise children's achievements and the progress they make, then tailor experiences that help them to thrive in all areas of learning. Staff create and follow detailed plans that help to ensure that children who have special educational needs and/or disabilities are fully included and benefit from the rich learning opportunities.

Staff have very high expectations of what children can achieve. There is a remarkable focus on helping children to be confident and independent. Very young children, for example, drink from an open cup and learn to manage their own self-care. There is great consideration given to children's physical development. Staff provide plentiful opportunities for children to practise physical skills. Babies and toddlers are consistently encouraged to roll, crawl and stand, while older children climb, balance and run in the garden. Across the nursery, play and routine activities are filled with language-rich conversations and discussions, in which staff mindfully model language and encourage children's involvement. Children in the early stages of communication benefit from opportunities to express themselves in different ways, such as simple signs, that all staff use consistently.

Leaders have worked with staff to provide depth in the curriculum for mathematics. Staff promote numbers, counting, size and measure consistently throughout each day. Additionally, well taught and appropriate activities, help children to develop an excellent understanding of numbers and their meaning. Children accurately count beyond 10 and solve simple sums with confidence.

Inclusion

Strong standard

Leaders work closely with staff to monitor all children's learning, and to review and shape the curriculum to ensure that it remains highly effective for every child. Staff identify children who may need support with their learning at the earliest stage. They implement sharply-focused learning plans to help children make strong and sustained progress. If this action is not quickly effective, staff promptly liaise with other professionals to ensure that children get the right support at the right time. Provision for children with special educational needs and/or disabilities is extremely well coordinated. Leaders support staff to adapt the environment and their teaching, which helps to ensure that all children are fully included. For example, they consistently use simple sign language and visual cues with all children and this particularly benefits children with communication difficulties to strengthen their language skills. Parents say inclusion is truly meaningful here and that their children achieve exceptionally well.

Leaders take thoughtful and innovative steps to reduce barriers to attendance and participation. For example, parents who work nearby can use the breastfeeding room so children can continue to attend while having their needs met. Children who speak more than one language hear songs and stories in other languages, which helps them to feel valued and to belong.

Additional funding is targeted precisely to help eligible children. For example, extra staff are brought in where children would benefit from one-to-one support, and physical play equipment is purchased to help children to develop their physical skills. Leaders carefully consider children's experiences outside of nursery, such as those known or previously known to social services and respectfully work with families and professionals where necessary to assure children's wellbeing and reduce barriers to their learning.

Leadership and governance

Strong standard

Leaders have a clear and confident overview of the curriculum and wider provision They involve staff closely in shaping the curriculum, so that it reflects the needs of all children attending. Leaders have a strong understanding of the nursery's strengths and keep a sharp focus on the areas they want to refine. They have a secure understanding of the different barriers that children may face. They keep this as the centre of their thinking and prioritise these children in their work. They know children well and use this knowledge to shape support that is timely, sensitive and highly effective.

Staff benefit from a comprehensive programme of supervision, support and professional learning. This creates a highly-skilled team who work with purpose, confidence and consistency. It contributes to their first-rate teaching and, in turn, children's secure achievements. Leaders deploy staff with care, monitor their workload and make adjustments to ensure their wellbeing. Staff describe feeling very much valued, supported and proud to work at this nursery. This contributes to the extremely positive atmosphere. Partnerships with parents are well embedded, and leaders and staff communicate very clearly and consistently with them. Parents feel very involved, know what their children are learning and about how to support this further at home.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard

Staff hold high expectations for children's behaviour, which are consistently appropriate to children's level of understanding. There is a culture of kindness and staff show children high levels of respect and courtesy. Children mirror these behaviours, are polite and behave well. Staff focus on helping children to build friendships and they play harmoniously together. For example, forest school activities promote collaboration, with children working together to make soup and collect dinosaur bones. Staff manage minor conflicts sensitively and consistently. Children learn to share and consider the needs of others.

Leaders encourage prompt and regular attendance, recognising the sense of security this supports in children. Staff help children to understand what happens in their day and encourage their sense of responsibility. For example, they give clear instructions at tidy-up time and children eagerly help to put away the toys. While there are routines in place for hand washing, staff do not always use these as well as possible to teach children about ways to protect their own health.

Overall, children are motivated learners who choose where they play and move confidently between activities. However, staff do not consistently provide opportunities for older children to follow staff's guidance in adult-led activities and occasionally, some children, particularly those who are more active in their play and learning, choose not to join in with such activities. Although there are some occasions when staff expect older children to listen and take part in shared experiences, such as when visitors lead group activities, these expectations are not built consistently into daily routines. As a result, some older children miss experiences that help them to become as familiar as possible with routines and expectations they will meet when they move on to school.

Children's welfare and wellbeing

Expected standard

Key-person arrangements are very well embedded. Children, from a very young age, recognise the kind and attentive staff who care for them and form trusting relationships with them. Staff really understand children and know their personalities. They tailor their care to all children's individual needs and interests, which contributes to children's confidence and sense of belonging in their care. Staff acknowledge children's feelings and encourage them to talk about them. This supports children's emotional wellbeing and they learn to understand and express their emotions.

Children benefit from plenty of fresh air and active play. They learn ways to keep themselves safe. For example, staff use 'PC Paws the safety bear', to help children to identify risks outdoors and take steps to protect themselves from harm. Staff teach children about healthy habits, although routines for handwashing are not fully embedded. For example, when children use the 'snuffle station' to wipe their nose independently, staff are not always present to remind them about the importance of washing their hands afterwards.

Meals and snacks are planned carefully to meet children's nutritional needs. Stringent arrangements to monitor and manage allergies help to assure children's safety and

wellbeing. Staff follow individual care routines closely, including sleeping and feeding arrangements, to meet every child's needs appropriately and keep them safe.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children are cared for by staff who know them extremely well. Each child is seen and heard as an individual and all children benefit from warm, trusting relationships that help them to feel safe and secure. Children show this through their confidence, their smiles and the ease

with which they move around the nursery. They settle quickly and show that they feel they belong.

Children enjoy a wide range of experiences that reflect their needs, interests and starting points. Staff plan with care and work alongside children to extend their thinking and deepen their play. Children's learning is complemented by a wide range of extra-curricular activities, such as foreign languages and music classes. Babies eagerly explore paint, stack bricks and repeat actions that make them laugh. Toddlers immerse themselves in imaginative play, making tea for their friends and inviting staff to join in. Older children show determination in their learning, for example when they keep trying to walk across a plank until they succeed. Stories, songs and rhymes fill each room and children show a clear love of books. Very young children independently select a book and put words to the pictures they see. This supports their growing communication and language skills, and contributes to their strong progress.

Children are sociable, happy and very confident. They learn alongside their peers and are included in all aspects of nursery life. Staff's high expectations and consistent praise help children to become capable and independent. Children who experience barriers to their learning receive thoughtful support that helps them take part fully and make strong progress from their starting points. Children thrive in this nursery. Their uniqueness is valued and they develop a wide range of skills that prepare them very well, overall, for the next steps in their learning.

Next steps

- Leaders should support staff to embed routines that encourage older children to participate more consistently in adult-led, shared experiences, preparing them as well as possible for expectations in school.
- Leaders should support staff to provide consistent hygiene routines that support children to develop more secure habits that help them to protect their own health.

About this inspection

The inspectors spoke with leaders, staff, parents and children during the inspection.

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.

Inspectors:
Clare Wilkins

Kerry Holder

About this setting

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YO1 7JD

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Registration date: 20/07/2018

Registered person: Little Green Rascals Organic Day Nurseries Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:30

Local authority: York

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 28 January 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

125

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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