

Little Rascals (Preston) Limited

Lancashire Way, PRESTON PR2 5PB



Inspection date	11 April 2019
Previous inspection date	5 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff establish effective partnerships with parents and other professionals. They successfully support children's care and learning needs and help them to make good progress. This includes children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- The managers are dedicated and committed to providing children with high-quality nursery experiences. They are ambitious and dedicated to their roles and have high expectations of staff and of what children can achieve.
- The management team does not use incisive and highly robust methods to monitor the quality of training and staff practice to help raise the quality of provision so that it is constantly improving to the highest level.
- Staff make comprehensive observations and assessments of children's learning. They use these to help them to establish children's interests and the milestones they have achieved. Parents say staff provide helpful ideas and support to continue children's learning at home. For example, they say children enjoy sharing the nursery baking kit with their older siblings.
- Staff do not maximise the opportunities children have to develop their early mark-making skills.
- Staff effectively promote children's physical and emotional well-being. They are very good role models and provide a calm, positive and nurturing environment. Children are supported to take turns, share and be kind to others.

What the setting needs to do to improve further

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

- focus supervision and monitoring even more sharply on helping all staff develop an excellent knowledge of teaching and learning
- enhance the opportunities children have to develop their early mark-making skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Cath Palsler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management and staff team place a high priority on safeguarding children. Staff have a confident understanding of how to recognise and deal with a concern about the safety or welfare of a child. They know the procedures to follow to report any allegations against staff. Managers check and review the quality of provision and children's progress on an ongoing basis. They seek the views of children, parents and staff and use this information to make improvements to practice. For example, following a parent's suggestion for more exercise classes, they have introduced regular yoga sessions. Most staff are undertaking early years qualifications and are committed to attend regular training. Staff have used their knowledge from recent training to provide children with more sensory experiences. This has helped to stimulate children's interest, engagement and concentration.

Quality of teaching, learning and assessment is good

Staff promote children's attention, listening and communication skills well in a variety of ways. They tune in well to younger children's interactions. For example, staff copy babies' utterances and provide a running commentary as they explore the resources. Older children are introduced to new words as they learn about the farm animals, for example 'horsebox' and 'sheepdog'. Children are keen to join in with the action songs and explore the different musical instruments. They listen attentively as staff give clear instructions and model how to move their bodies into different yoga poses. Staff provide plenty of opportunities to learn about the world around them. For example, children discover cultural festivals and celebrations, such as Chinese New Year and Holi.

Personal development, behaviour and welfare are good

Staff share ongoing information with parents from the start. They get to know children very well and help them to settle in promptly. Parents say that staff regularly offer support and advice. For example, they work together to promote a consistent approach to support potty training. Children develop a strong bond and attachment to the staff. Staff invite babies to look at themselves in the mirror as they dance with energy and enthusiasm. This supports their self-confidence and self-esteem. Children are kind to each other and invite others to join in with their play ideas. Staff provide nutritious meals, including food from around the world. Children say the food is 'super tasty'. They learn how to make healthy choices and keep themselves safe.

Outcomes for children are good

Children are active, enthusiastic and motivated to learn. They are confident talkers, they enjoy sharing their views and experiences with each other and listen to others when they speak. Children are imaginative and creative. They enjoy making up their own games, for example, as they pretend to sit on a bouncy castle and make 'magic' potions together. Children develop good self-care and independence skills. They carefully pour their own water from the jug and spoon food onto their plate. Children are confident to try new things and solve problems. For example, they work out where to position the cones so that they can negotiate around them on their bikes. All children acquire the skills for future learning and to help them to be ready for school.

Setting details

Unique reference number	EY444272
Local authority	Lancashire
Inspection number	10075128
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	0 - 11
Total number of places	96
Number of children on roll	100
Name of registered person	Little Rascals (Preston) Limited
Registered person unique reference number	RP907824
Date of previous inspection	5 January 2016
Telephone number	01772 789 419

Little Rascals (Preston) Limited registered in 2012. The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications to at least level 2, including two with qualified teacher status, one staff member holds a qualification at level 5 and 12 staff hold a qualification at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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