



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Little Rascals Nursery
Bridge House
Howey
Llandrindod+Wells
Powys
LD2 5PT**

Date of inspection: November 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Little Rascals Nursery

Name of setting	Little Rascals
Category of care provided	Full Day Care
Registered person(s)	Sarah Leyland-Jones and Guy Morgan
Responsible individual (if applicable)	
Person in charge	Jane Bartlett
Number of places	19
Age range of children	6 months to 5 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	8
Opening days / times	Monday, Tuesday and Thursday 8.30am to 5.30pm Wednesday and Friday 8.00am to 6.00pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	13/03/2019

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Date of previous Estyn inspection	NA
Dates of this inspection visit(s)	26/11/2019
Additional information Nearly all children speak English as their first language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Poor
Leadership and management	Poor

Non-compliance

During this inspection, we identified areas where the registered persons remain non compliant because they are not meeting the legal requirement and this is resulting in potential risk for children using this service. Therefore the non compliance notice in relation to Regulation 37 of The Child Minding and Day Care (Wales) Regulations 2010 remains.

Fitness of premises issues were identified during the previous CIW inspection and all areas have still not been fully addressed. Parts of the premises to which children have access are not reasonably practicably free from hazards to their safety, or clean and kept in good structural repair internally.

The pre-school room does not meet the requirements of 2.3 square metres per child. This was noted during the previous CIW inspection and has not been addressed.

We notified the provider that the service was not compliant with Regulation 31 (1), which must be addressed. The provider has not made appropriate notifications to CIW, as required by regulations, such as changes to the person in charge, staffing and the statement of purpose. A notice has not been issued with regards to this matter on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify these matters on this occasion, and it will be followed up at the next inspection.

Recommendations

- R1 Ensure practitioners encourage babies and children to initiate their own creative ideas and value the learning rather than the end product
- R2 Provide resources that develop and extend learning for babies and toddlers effectively
- R3 Improve monitoring procedures to ensure that all policies and procedures are understood and followed effectively and consistently
- R4 Ensure the appraisal process generates effective targets for improvement for all practitioners including the persons in charge
- R5 Develop practitioners' skills in supporting learning and development for babies and young children through effective professional development opportunities
- R6 The registered person must address all non compliance found during the inspection

What happens next

Her Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that focused improvement is required in relation to this setting. The setting will draw up an action plan which shows how it is going to address the recommendations. CIW and Estyn will monitor the setting's progress.

Main findings

Wellbeing: Good

Most children have a strong voice. They communicate confidently because they know their opinions are valued. Many children make appropriate decisions and move confidently between activities, choosing from the resources available to them. For example, two year old children choose to dress up in role play costumes and go on a 'princess walk' through the rooms. Nearly all pre-school children contribute to ideas for activities and follow their interests. For example, three children make up a game to help toy animals cross water safely in a large tray.

Nearly all children are happy and relaxed at the setting. They know the routines well and settle quickly. Most children form positive relationships with staff and peers. Many children approach staff for cuddles or to talk. Most children express their enjoyment through smiles and laughter and are enthusiastic about their time at the setting. For example, a pre-school child enters the room, blows a toy whistle and says "It's pizza for tea". Other children respond very enthusiastically.

Nearly all children behave extremely well. They respond positively to requests from practitioners such as helping to tidy up. Most children use 'please' and 'thank you' without prompting and treat each other and practitioners with respect. Many children take turns and share resources well. For example, two younger children play alongside each other in a ball pit, taking turns to put balls through a hoop.

Most children enjoy their time at the setting and are suitably engaged in activities. They persevere and concentrate for appropriate lengths of time. For example, pre-school children persist to peel oranges and dig a deep hole in the sand pit. Most show some familiarity in the setting. Younger children peg their name cards on to a washing line happily during self registration. Many children join in enthusiastically with singing and circle time in English and Welsh and nearly all participate in action songs from a young age. Nearly all children engage well in opportunities for messy play. For example, babies explore with paint on a large floor mat using their hands and feet. However, they use prepared picture outlines to paint on and this limits their opportunities for creativity.

Most children develop very good independence and self help skills, appropriate to their age and stage of development. Many older children use the toilet independently, with gentle reminders about hand washing. Many take turns and share. For example they find and put on their coats, wet suits and wellies for outdoor play and help to hand out cups to each other during meal times. Younger children find their names during self registration, with minimal support and one older baby picks up a tissue to wipe their nose.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children make good progress from their individual starting points, particularly in the development of their communication and personal and social skills. For example, they ask a group of friends which mug they would like as they give out crockery at breakfast time, with confidence.

Most listen well and follow instructions such as when they pay close attention to a story or join in with a penguin dance. A minority select favourite books independently and enjoy sharing them with practitioners in the reading area. Most children join in with songs and rhymes and recognise their name successfully during registration time. They develop their mark making skills effectively and enjoy using crayons and paint on a large scale. A majority write recognisable letters as they write their name on their artwork.

Most children develop their numeracy skills well from their starting points. Many count objects accurately to six and most say numbers in order to ten or beyond. Many children are beginning to recognise a few simple two-dimensional shapes and a majority make good use of mathematical vocabulary. For example, they tell an adult that it is two o'clock as they observe the second hand pass number two on an alarm clock. Many children develop their thinking skills effectively and are beginning to work co-operatively. For example, they work purposefully with friends as they try different approaches to create a bridge for their toy animals to cross.

Most children develop their physical skills well. They negotiate space and develop their co-ordination effectively when balancing on an obstacle course or jumping into deep puddles. Most children persist and develop good control as they use a safety knife to cut a banana, or peel an orange during snack time.

Most children access and use information and communication technology (ICT) equipment effectively. For example, they move a programmable toy around a story map with support as they listen to a story. They develop their creative skills effectively, such as when they join in enthusiastically during singing activities or mix paint with water in the outdoor area.

Nearly all children develop good Welsh language skills. They enjoy listening to Welsh stories and around half join in with parts of the text. Most children count to at least six and a majority recite days of the week in Welsh. A minority use Welsh language spontaneously as they sing songs, name colours or say thank you.

Care and development: Adequate

Practitioners attend training that promotes their understanding of how to keep children healthy and safe in most respects. This includes training in paediatric first aid, child protection and food hygiene. They are aware of key policies and procedures and generally implement these effectively. Practitioners implement child protection procedures appropriately and confidently. However, in some areas such as the baby sleep room, practitioners do not always carry out cleaning procedures such as ensuring cots are clean, to a good enough standard to manage infection control effectively. This was identified during the last inspection and has not been fully addressed. As a result the setting's arrangements for safeguarding children do not meet requirements and are a cause for concern.

There are suitable arrangements for promoting a healthy lifestyle. For example, practitioners offer healthy meals and snacks which include fresh fruit and vegetables. Practitioners encourage pre school children to follow good hygiene practices such as hand washing and they raise awareness of the importance of looking after their teeth through regular tooth brushing. Daily routines provide children with opportunities to be physically active, such as through outdoor play and encouraging dancing.

Nearly all practitioners know children well and understand their needs and preferences. For example, they know what foods they like and recognise when they are tired. However, they do not offer alternative foods if the children do not eat what is provided. They gather helpful information from parents about individual routines when children start at the setting, for example sleep and feeding routines for younger children. Practitioners ensure that they monitor children closely when they sleep. Practitioners generally carry out personal care in a sympathetic manner and work in line with policies and procedures.

All children have a designated key worker who takes responsibility for planning activities and observing children's progress appropriately. Practitioners carry out this role with confidence and judge the next steps in children's learning suitably. However, they do not always identify specific skills well enough, to promote each child's development or ensure that activities are appropriate for the age of the children. For example, some activities for younger children are too advanced and many art activities require children to work on prepared templates, and this restricts their creative development.

Practitioners promote positive behaviour and manage interactions effectively and this creates a calm and pleasant atmosphere in the setting. They have consistent expectations of behaviour. For example many children were heard saying please and thankyou often without prompting. Practitioners speak to children and each other in a calm and gentle manner, making good use of opportunities for language development. For example, a group of two year olds are totally engaged in a conversation with a practitioner about what happens to trees and leaves in the winter. Practitioners promote equality and diversity. They use incidental Welsh effectively throughout the setting using Welsh songs to support the routine and asking children if they would like milk or water in Welsh. Many older children use Welsh words and phrases confidently and these were heard during circle time.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners offer children a beneficial range of learning activities that engage nearly all children successfully. They use resources imaginatively to develop a full range of skills across all areas of learning, especially children's communication and personal and social skills.

A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder successfully when they encourage children to observe a red kite fly overhead or visit a badger set whilst out on a walk. Practitioners provide effective opportunities for children to learn about and care for living things such as when they support children to grow tomatoes or to be gentle with a spider they find in the garden.

Provision to support children's literacy skills is effective. Practitioners model reading throughout the session successfully. This results in a majority of children showing a high level of interest in books and stories. Practitioners provide worthwhile opportunities for children to take part in mark making activities throughout the environment. Activities such as writing labels for daffodil bulbs they have planted, help children begin to understand the purpose of writing successfully.

Throughout the environment, there are useful opportunities for children to develop their physical skills such as using brushes, pipettes and spatulas. The outdoor area

provides beneficial opportunities for digging, jumping and balancing. Regular planned activities support children's physical and creative skills successfully as they dance with scarves, paint on a large scale or draw spirals as they listen to music.

Many practitioners develop children's thinking and problem-solving skills effectively through skilful questioning. For example, they prompt children to think about how they will get dead sunflowers out of the plant pots, and support them well as they try different approaches.

Practitioners provide an effective range of opportunities for children to develop their numeracy and ICT skills across the curriculum. Activities, such as making patterns on a light box or learning about numbers through a story, provide children with beneficial opportunities to create patterns, count and compare quantities. Most practitioners model Welsh language effectively through singing songs and using simple words and phrases throughout the session. This has a positive impact on children's Welsh language skills and motivates them to learn more. For example, they ask a friend to tell them the Welsh name of a colour they have forgotten.

Nearly all practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities well and combine focused tasks with children's free play successfully. As a result, children sustain interest in tasks and enjoy periods of uninterrupted learning. Practitioners intervene in children's play skilfully to extend their understanding. For example, they take time to help a child observe, explore and learn about roots as they empty used plant pots. The setting has effective assessment procedures. Practitioners record useful observations to show individual children's progress and use the information to identify next steps in their learning successfully.

Environment: Poor

Leaders ensure that children are cared for in a secure environment. For example, there are thorough procedures to monitor visitors' access to the building. Practitioners carry out appropriate risk assessments and safety checks on appliances in the building. However, leaders do not ensure that the environment is safe for children and practitioners throughout. For example, there is a potential fire risk from the way resources are stored in the attic.

The premises are not clean throughout. The majority of the rooms have recently been redecorated. However, further improvements are needed. For example, repairs are needed to the door and window frames in the toddler room. Toilets, nappy changing areas and areas used for serving food are clean and comply with infection control procedures. New cleaning rotas have been introduced for all play rooms. However, practitioners do not always carry these out in timely manner and some areas require more attention. For example, practitioners had not removed the sheets from a cot after use and one child who needed to sleep had to wait for it to be changed. The majority of resources are clean, however, cleaning rotas are not adequately monitored by leaders to ensure that practitioners carry out the tasks thoroughly.

Younger children have sufficient space to meet their needs. However, older children use a very small playroom that does not meet their requirements or comply with

regulations. There is a stimulating outdoor area that all children access. Practitioners provide interesting resources there for the pre-school children, set out into appropriate areas of learning. These include messy play, planting, construction and loose parts. The separate garden for younger children provides space for them to be physically active with resources such as trikes, water and sand play. A wooden wig wam has recently been added to provide a cosy seating area. However, there is less variety and choice in the outdoor play space for younger children.

Many children have access to a suitable range of resources in the indoor area, that they can access freely. Leaders have recently introduced additional resources such as loose parts, small world, natural and household items. However, practitioners do not provide a wide enough range of resources for toddlers or set them so that they can access them independently. This limits their ability to make choices, follow their own interests and initiate their own play and learning. Furniture is of appropriate size and design for the age range of children across the setting. Resources promote general awareness of multicultural society. For example there is a suitable range of dolls and books. Practitioners ensure that children's work is displayed around the setting to celebrate their achievements and create a suitable sense of belonging.

Leadership and management: Poor

The recently appointed manager has a clear vision for the setting to provide a happy, child centred environment for children with a strong focus on outdoor learning. She works closely with the responsible person and keeps them well informed through regular meetings and updates. The manager works effectively with practitioners to ensure that children are happy and secure.

There is an up to date statement of purpose that ensures parents can make an informed choice about using the setting. Leaders ensure that a range of suitable policies to support the organisation of the setting are in place. However, they do not monitor how these are implemented effectively enough. As a result, practitioners do not follow all important procedures consistently, such as ensuring all sleep areas are clean.

The manager is committed to making improvements and this is beginning to lead to helpful changes. For example, the majority of indoor areas have been decorated to improve the environment and outdoor provision for older children has been developed well. However, overall, arrangements for reviewing the setting's strengths and areas for development are underdeveloped and do not identify all important areas requiring improvement. As a result, the setting does not comply fully with regulations. Leaders have not made sufficient progress to enable all non-compliance notices from the previous Care Inspectorate for Wales (CIW) inspection to be closed. This is because leaders do not provide a base room with the required space for older children and some areas indoors still require improvement and are not kept in good structural repair.

Overall, the setting makes suitable use of practitioners and resources to support children's wellbeing, play and learning appropriately. Leaders make sure they follow safe recruitment processes for all staff, and that the setting meets the required numbers of suitably qualified practitioners. However, there have been many staffing changes, and this has resulted in inconsistency for children. Leaders have not met

the requirement to inform CIW of all staff changes. Many practitioners are establishing themselves into new roles effectively. For example, those based in the pre-school room work well together to support children's learning and development successfully. However, a few established practitioners do not carry out their roles and responsibilities well enough. For example, they do not ensure that resources are replenished or cleaned consistently.

Many practitioners understand the benefits of continuous professional development and this has a positive impact on the quality of provision in a few areas. For example, practitioners have made recent improvements to the provision for physical development and this supports children's coordination, balance and expression effectively. However, opportunities for practitioners in the baby room to benefit from professional development that focuses on learning and development are limited. As a result, they do not have sufficient knowledge to improve the provision for this age group effectively.

The setting has appropriate arrangements for managing staff performance. Most practitioners have effective opportunities to discuss and reflect on the quality of their work during regular supervision meetings. However, leaders do not ensure that all practitioners receive annual appraisals and, as a result, they do not have effective improvement targets to work towards.

Leaders have developed a range of worthwhile partnerships that support the quality of provision and outcomes for children appropriately. Parents receive beneficial information through day-to-day contact, social media and an informative annual report.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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