



Estyn

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

A report on

Little Rascals

**133 Victoria Road
Prestatyn
Denbighshire
LL19 7SS**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

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

About Little Rascals

Name of setting	Little Rascals Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Karen Stephenson
Responsible individual (if applicable)	
Person in charge	Karen Stephenson
Number of places	67
Age range of children	0-8 years
Number of children funded for up to two terms	3
Number of children funded for up to five terms	7
Opening days / times	Monday to Friday 07:30 - 18:00 Saturday 08:45 - 17:15
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.
Date of previous CIW inspection	30 August 2018
Date of previous Estyn inspection	30 June 2011
Dates of this inspection visit(s)	22/03/2022
No children who attend the setting speak Welsh at home.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that independence at meal times is consistent across the age ranges and is age appropriate
- R2 Ensure that adult led learning experiences match children's stage of development consistently
- R3 Further develop continuous provision across the nursery

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being:

Most children arrive feeling happy, excited and ready to play. They engage well in activities, show resilience and interact well with practitioners and visitors. Most children are confident in expressing their feelings and making decisions when choosing resources and activities. Most children make independent decisions about activities and choose resources that are on offer to them. Most children are enthusiastic and active. They follow their interests and demonstrate imaginative skills when doing things that interest them. For example, we observed a child driving in a toy car telling us they were “off to the beach”.

Almost all children cope well when they are separated from their parents and carers when they arrive at the setting. They are all welcomed individually by name by practitioners. They form close emotional bonds with practitioners, allowing them to feel secure and relaxed. For example, children in the baby room seek out practitioners when they are tired. Most children are aware that practitioners listen to their choices and respond effectively to their needs.

Most children are interested in the activities on offer. For example, children in the toddler room choose play foods to fill a basket together. Children take advantage of both free play and adult led activities that are age and stage appropriate. Children respond well to praise for their achievements and they see that their work is valued because it is displayed on the walls, which gives them a sense of belonging.

Most children are happy to play together and with the practitioners. For example, children have fun playing hide and seek with a practitioner in the outdoor area. They are keen to please their friends and practitioners and enjoy welcoming visitors.

Almost all children make good progress according to their stage of development. They are developing a valuable range of self-help skills. Most explore the environment confidently and freely, selecting activities that interest them. For example, children who attend the after school club enjoy all activities on offer and add resources to extend their play. However, the setting provides younger children with limited opportunities to develop independence at snack/meal times. For example, younger children are not given opportunities to pour their own drinks or the opportunity to help clear away afterwards.

All children are well behaved in line with their age and stage of development. Younger children are beginning to understand the importance of taking turns and sharing with their friends. They show respect for their resources and most children tidy up together at the end of the session, with some encouragement from practitioners.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development:

Practitioners follow rigorous and robust systems and procedures to ensure children's health and safety and have a strong understanding of their responsibilities. There are suitable cleaning procedures in place with practitioners ensuring surfaces and table tops are regularly wiped clean. Hygiene procedures and practices are effective. For example, practitioners encourage children to wash their hands, before and after snack and messy play activities.

Practitioners keep appropriate records of accidents, incidents, pre-existing injuries and personal information. All practitioners have up-to-date child protection training, and are confident when discussing any problems or concerns that arise. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting has effective procedures to support children with identified and emerging additional learning needs, with support available from the local authority if needed. Practitioners act diligently on the advice of specialist agencies alongside information they receive from parents for the benefit of the children.

All practitioners have up-to-date first aid and food hygiene certificates, which helps keep children safe and healthy. They provide nutritious and healthy food at snack time. For example, children are offered fruit along with milk and water and they have access to fresh water throughout the day.

Practitioners support children to manage their behaviour successfully. They have sound understanding of each child's individual needs and preferences and act on information from parents at the time of registration. Practitioners effectively model appropriate behavior and help children develop an understanding of their emotions. Practitioners have purposeful interactions with children, which extends their individual learning. For example, a practitioner explained to a child why one area of the garden was shaded and the rest was in direct sunlight. The practitioner elaborated on this by explaining how the earth moved around the sun and that the whole garden would be shaded later in the afternoon.

Practitioners provide effective opportunities for children to develop an understanding of being Welsh and the wider world. As a result, they learn how to treat people of all cultures with respect and tolerance. For example, they celebrate the customs of the Chinese New Year, in addition to St David's Day, Easter and Christmas.

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

Overall practitioners plan a suitable range of learning experiences that meet the needs of nearly all children effectively. This includes a well-resourced outdoor area, which supports children's learning and development successfully. For example,

children develop their physical and social skills well as they stir leaves and bark together in the mud kitchen or negotiate obstacles as they ride trikes.

Practitioners support the development of children's communication and language skills well such as when they engage children in chats about family life or model language structures to support children's play. They build on children's interest and knowledge of books effectively by sharing stories in the cosy reading areas. This encourages many children to handle and look at favourite books independently. The setting provides a few beneficial opportunities for children to develop their mark making skills such as using chalks outdoors. However, on occasion, learning experiences are too formal and children are introduced to writing activities before they have developed sufficient pencil control.

Practitioners engage children in enjoyable singing and rhyming activities that support their development across the curriculum effectively. For example, children develop their Welsh language and numeracy skills well as they estimate and count when singing number songs in English and Welsh. Practitioners support children's thinking and digital skills successfully through opportunities to explore a range of equipment such as programmable toys and sound recorders.

The setting supports children's creative development appropriately by providing a range of instruments including a xylophone and a guitar, which children play with enthusiasm. They provide regular opportunities for children to take part in craft activities such as collage and painting. However, these are often on a small scale and overly prescriptive. This limits opportunities for children to try things out and express themselves through their individual creations.

A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder in children successfully when they encourage them to observe hovering bees in the outdoor area. Practitioners provide effective opportunities for children to learn about and care for living things. For example, they encourage children to show consideration as they observe the setting's pet guinea pigs.

Generally, practitioners have an effective understanding of foundation phase practice. They provide children with extended periods of time to follow their interests and lead their own play. Practitioners encourage children's positive behaviour effectively. They explain the reasons for their expectations clearly and sensitively and this results in nearly all children taking care of resources and each other well. For example, children run to a friend who has fallen over and help them to put their helmet back on.

Overall, the setting has effective assessment procedures. Practitioners know children well and identify their strengths and areas for improvement successfully. They make useful observations of children and are beginning to respond to their needs and interests in response. For example, they adapt their language to support children's understanding or provide additional instruments for children showing an interest in music. Practitioners keep parents suitably informed about the activities children are doing and the progress they are making through regular informal updates and a communication app.

Environment:

The premises are secure and children benefit from having plenty of space to play, learn, eat and sleep. The setting has secure and robust systems to ensure children's safety. Visitors cannot access the setting unless admitted by a staff member, and all visitors sign in upon arrival and out on departure. Leaders ensure that children are safe and keep healthy by following a range of clear and comprehensive policies. Toilet and nappy changing facilities are clean and well maintained. The layout of the facilities supports children to access the toilets and wash basins with independence according to their age and stage of development. Practitioners follow suitable hygiene procedures, such as wearing protective aprons to prepare and serve food and to change nappies. They practice fire drills regularly so that the children can familiarise themselves with the arrangements and keep themselves safe.

The setting is clean, inviting and well maintained and provides valuable opportunities for children to explore and learn. Practitioners organise the environment to provide areas with provision to develop children's skills. However, the quality of continuous provision is not consistent throughout the nursery and requires further development. All childcare rooms are of a good size and benefit from natural daylight. All rooms on the ground floor benefit from direct access to the outdoor area, and allow children to access the garden at different times during the day. The outdoor space is large and well resourced, and includes some interesting natural areas for children to explore and learn. For example, children develop physical skills on a large wooden climbing frame and play with real life pots and pans in the mud kitchen.

Equipment is kept at a level that is suitable for the age of children in each main childcare room. This ensures that every child is able to reach equipment easily and make choices in their play. Toys and resources in each childcare room are appropriate for the age and stage of the children. There is a good range of toys and equipment to promote cultural awareness, including books and examples of cultural celebrations. Children have opportunities to care for living things by looking after the setting's goldfish and two guinea pigs.

Leadership and management:

The leader shares a clear vision for the setting based on providing a warm and caring environment that allows children to reach their full potential. Overall, they work effectively with practitioners to support the children's care and development. The leader meets regularly with practitioners and communicates well, resulting in the smooth running of the setting. There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the services they offer. The setting has an effective range of policies and these are shared suitably with parents.

Overall, arrangements for identifying strengths and areas for improvement are successful and the leader is committed to improving quality. Leaders make beneficial use of information from a range of sources to inform the self-evaluation process such as parent questionnaires and advice from the local authority. This information is used well. For example, after requests from parents to extend opening hours, the setting now opens on a Saturday. Most practitioners know what the setting does well, and

the areas identified for improvement. For example, they explain how new resources in the baby room have supported babies' curiosity and exploration.

The leader ensures that practitioners have regular opportunities to reflect on their practice and identify areas for improvement. Nearly all practitioners take advantage of opportunities for continued professional development and strive to improve their performance. This has a positive impact, such as improving practitioners' confidence in assessing and supporting children's communication and language skills. Many practitioners undertake training to achieve further qualifications in different areas of practice such as playwork. This has developed practitioners' understanding of playwork principles, resulting in children having more choice within after school provision.

The setting makes effective use of practitioners and resources to support children's well-being, play and learning. The leader makes sure that the setting meets the required numbers of suitably qualified practitioners. Leaders allocate good quality resources. For example, a well-resourced mud kitchen supports children's curiosity and exploration well.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, practitioners provide useful updates for parents and carers to inform them about their well-being and what their children are learning through a communication app and informal updates. Leaders have formed good working partnerships with the local authority to support additional learning needs (ALN) within the setting.

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)

© Crown Copyright 2022: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/05/2022