

# Rascals Newbiggin

Newbiggin Childrens Centre, Cleveland Avenue, NEWBIGGIN-BY-THE-SEA,  
Northumberland, NE64 6RR



## Inspection date

10 April 2015

Previous inspection date

5 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are very happy and settled in this welcoming and inclusive nursery because staff are supportive, caring and kind. They greet children with a friendly smile and foster their emotional well-being as they respond to their every need.
- Staff effectively use the information from their observations and assessments to plan a good range of fun and challenging activities. These are shaped to children's learning needs and interests. As a result, children make good progress and are ready for their next stages in learning.
- Partnerships with parents are good. Parents are encouraged to share children's 'special moments' from home and staff use this information to complement their learning. Staff keep parents well informed of their children's time at the nursery and provide information on how parents can further extend their learning at home.
- Staff teach children to respect and care for one another. They use emotion puppets to explain how children may feel if they are hurt. This is further enhanced as staff work together with parents to ensure that children's behaviour is consistently managed both at nursery and at home.
- The well-qualified staff team work very well together. They regularly reflect on their own practice and work together to make effective enhancements to their provision to raise the quality of care and learning for children.

### It is not yet outstanding because:

- Some staff do not always allow children to follow their interests when exploring the sensory materials provided.
- There are opportunities to provide additional resources that reflect diverse positive images for children to use in their play to enhance their awareness of difference and diversity.

## What the setting needs to do to improve further

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

- maximise the opportunities for children to ignite their curiosity, for example, by encouraging all staff to support children in following their interests when exploring sensory materials
- enhance children's understanding of difference and diversity, for example, by providing more resources that offer diverse positive images of people for children to use in their play.

### Inspection activities

- The inspector toured the areas of the nursery.
- The inspector and the manager conducted a joint observation of a planned sensory activity.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector observed children during their freely chosen activities.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from comments noted within the providers parents comments book.
- The inspector examined a range of documentation. These included, the policies and procedures, evidence of staff suitability checks, staff training records, children's observation and assessment records and the provider's self-evaluation document.
- The inspector held a meeting with the manager, the managing director and a health professional during the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make independent choices about where to play. Older children have fun as they play in the water. Staff teach them about the differences in water temperatures. They challenge children to think for themselves and ask them to talk about things that are hot and cold. Children eagerly respond and talk about 'chicken nuggets' and 'ice lollies'. Staff extend children's thinking skills as they ask what will happen if the ice lolly is placed under the hot water. Children are given plenty of time to respond and staff talk this through when they are unsure. Staff constantly talk to children as they engage during play. They encourage younger children to repeat new words to develop their breadth of vocabulary. Children eagerly engage in sensory play. They develop their physical skills when filling and emptying containers with crisped rice and develop their curiosity when adding water from the tap. However, some staff do not consistently allow children to mix resources freely during their exploratory play.

### **The contribution of the early years provision to the well-being of children is good**

Children are assured and settled with key persons whom they form very good relationships with. The support, reassurance and praise that children receive from staff ensures that they develop high levels of self-esteem and self-confidence. Children are supported in celebrating their achievements and delight as they receive their special certificates for their good work. Children socialise well together. They enjoy looking at the photographs of themselves around the rooms and learn that everyone is unique. However, there are fewer resources that offer diverse positive images for children to observe during their play to further enhance their awareness of difference and diversity. Children are emotionally ready for their move to school because staff effectively prepare them for this. Role-play areas are enhanced with uniforms and children begin to take books home in their book bags so that they become familiar with school routines.

### **The effectiveness of the leadership and management of the early years provision is good**

The quality of teaching is good. Staff are well qualified and have a very good understanding of how to promote children's learning and development. Children's progress and learning is monitored regularly to swiftly identify and support any gaps in learning through timely interventions. Staff are confident to work together with parents and a range of professionals to support children with special educational needs and/or disabilities. Managers and leaders invest highly in the whole staff team. Regular supervision meetings and peer observations identify what staff do well and what needs to be improved. The whole staff team are committed to their roles and regularly attend further training to extend their knowledge and skills. They actively share what they have learned with other staff and apply their learning to improve practice. Children's safety is highly regarded. All staff are trained in safeguarding and are knowledgeable in the procedures to follow to protect children from harm. Robust recruitment procedures ensure that staff are skilled and suitable for their role.

## Setting details

<b>Unique reference number</b>	EY419047
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	851968
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Ringway After-School Care Active Leisure Scheme (R.A.S.C.A.L.S) Limited
<b>Date of previous inspection</b>	5 July 2011
<b>Telephone number</b>	016708 44907

Rascals Newbiggin nursery was registered in 2010. The nursery operates from a purpose-built portacabin in Newbiggin's children's centre on the site of Newbiggin Middle School. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who has Early Years Professional status and the managing director who has Early Years Teacher status. The nursery opens, from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery supports children with special educational needs and/or disabilities and provides funded early education for two-, three- and four-year-old children.

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