

Inspection date	27 July 2015
Previous inspection date	7 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide children with a wide range of stimulating and challenging activities across all areas of learning. As a result, children are motivated and enthusiastic learners and make good progress across all areas.
- Staff are very caring as they carefully tend to each child's individual needs and facilitate their learning throughout the day. As a result, children feel safe and emotionally secure to confidently explore the learning environment.
- Staff have developed very good links with the local primary school and work closely with teachers to ensure children are well prepared for their future move.
- Extremely effective partnerships with parents and other professionals ensure children's needs are well met. The staff put children and their parents or carers at the centre of all they do. This strong ethos results in staff listening to children and their parents and carers, valuing their views and acting on what they say.
- Staff promote children's language skills well. They plan activities which encourage children to listen to each other and share their thoughts and ideas. Staff know the children well and are able to talk about their stage of development and why they are focusing on particular areas.
- The management team demonstrates a clear commitment to driving improvement. Staff attend regular training, which has a positive impact on the learning experiences they provide for children.

It is not yet outstanding because:

- Staff do not always use effective questioning techniques to help children extend their critical-thinking skills further.
- Assessments do not currently provide a clear picture of how well groups of children make progress.

What the setting needs to do to improve further

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

- make good use of every opportunity to encourage the development of children's ability to solve problems
- extend the processes used when reviewing and checking assessment information to include the progress of groups of children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the Early Years Professional.
- The inspector looked at children's records, the safeguarding policy, systems for assessment of children, evidence of the suitability of staff working in the provision and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Maureen Sheekey

Inspection findings

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

All children make good progress and are well prepared for their move to school. The quality of teaching is good as staff identify children's next steps for learning through precise and accurate assessment. They use this information to plan activities that challenge all children appropriately. Staff ask children questions to extend their knowledge. However, they do not always give children sufficient time to think about how to solve a problem. Children are encouraged to use their imagination to create their own artwork which staff display. This values children's efforts and promotes their strong sense of belonging. Children share and interact with other children well which means they develop good social skills. They sing a range of songs with great enthusiasm, developing their communication, physical and social skills. Regular assessments of children's learning are shared with parents. This enables parents to continue to support their children's learning at home.

The contribution of the early years provision to the well-being of children is outstanding

Staff have created an exceptionally caring and secure environment where all children are warmly welcomed and feel extremely well supported. Children's sense of belonging is nurtured extremely well through a gradual settling-in process. This means that children settle quickly as staff allow them time to explore the environment at their own pace. Children develop an excellent understanding of how to stay safe through staff's guidance. Effective risk assessments help minimise hazards to children, ensuring that children are safe and secure. Behaviour is exemplary, children are able to resolve issues and take turns, with little support from staff. They give the children lots of praise and clear explanations about their conduct. Children are learning to live healthily and their daily routine ensures there is plenty of fresh air and regular exercise. Staff have an excellent understanding of their responsibility to safeguard children. They follow safe working practices exceptionally well to support children's health and welfare.

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

The manager and staff are well qualified, which means they fully understand and implement the requirements of the Early Years Foundation Stage. Regular supervision and staff meetings provide opportunities for staff to discuss ideas and share good practice. Managers and staff are committed and enthusiastic. They work together to provide good quality care and education for children. The management team has a good overview of the assessment records. However, they currently do not analyse these records to review information about the progress of groups of children. They involve staff, parents and children in evaluating the service and developing their plans for improvement. The nursery provides a consistently good service and continually develops to support the best outcomes for children and their families. Children attending with special educational needs and/or disabilities are well supported. Key persons implement effective action plans and liaise with parents and other professionals to ensure individual needs are met.

Setting details

Unique reference number	EY314465
Local authority	Northumberland
Inspection number	856761
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	104
Number of children on roll	136
Name of provider	Ringway After-School Care Active Leisure Scheme (R.A.S.C.A.L.S) Limited
Date of previous inspection	7 December 2010
Telephone number	01670 819 988

Rascals was registered in 1995. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are currently 28 staff working directly with children, of whom, 25 are qualified to level 3 or above. One member of staff holds Early Years Teacher Status and one holds Early Years Professional status.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

