

# Little Green Rascals Children's Organic Day Nursery

Elvington Lane, YORK, YO19 5LT



<b>Inspection date</b>	19 January 2015
Previous inspection date	11 December 2009

<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

- Staff know children well and use their knowledge and good observations to deliver an educational programme to meet their individual needs. As a result, children are engaged and enthusiastic learners.
- Children's good health is efficiently supported because the nursery uses organic and locally sourced food to provide varied and nutritious meals and snacks. Children have daily opportunities for outdoor play, and make regular visits to the nursery's private woodland and forest school area. As a result, children develop an excellent understanding of the importance of a healthy diet and lifestyle.
- The manager and supporting team have a very good vision for the nursery's development and the knowledge, skills and focused commitment towards promoting the best learning outcomes for children.
- Qualified and experienced staff act as mentors to those less qualified and provide excellent role models. This has a positive impact on staff practice and the quality of interaction to support children's learning throughout the nursery.

### It is not yet outstanding because:

- Staff do not fully engage all parents to share information about their children's learning at home so that a more consistent approach can be established.
- Opportunities for pre-school children to further develop their early reading skills are not fully explored in order to build further on children's already good progress.

## What the setting needs to do to improve further

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

- implement more strategies to successfully engage all parents in sharing information about children's learning at home to contribute to the learning process
- enhance pre-school children's early reading skills further by, for example, introducing stimulating pictures, words, symbols and signs in different locations and circumstances, that capture their interest and further develops their understanding that print carries meaning.

### Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed play and learning opportunities for the children and carried out a joint observation with the manager.
- The inspector spoke to the manager, staff and children at convenient times throughout the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

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

Staff have a good understanding of how to meet the learning and development requirements. Staff complete regular observations and assessments of children's progress to recognise their achievements and identify their next steps in learning. However, parents are not consistently encouraged to contribute observations of their children's learning at home. This means that planning for children's learning is not always sharply focused, as the staff are not consistently obtaining an all-round view of their interests and achievements. Staff in the pre-school room use their strong knowledge of how children learn and their expertise in teaching to provide some outstanding learning opportunities. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, children enjoy playing games with the parachute. However, older children's early reading skills are not as effectively supported, as there are fewer resources to promote the regular and purposeful use of words, signs and symbols.

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

The environment is warm and welcoming, which effectively supports children's all-round development and emotional well-being. Children are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities. Children are well supported with their move between the nursery rooms and on to the next stage in their learning at school. Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. Staff supervise children well, while enabling them to explore and manage risks. On entry, settling-in visits are arranged and planned depending on children's individual needs. Parents spoken to at the time of inspection comment that staff are friendly and fun. Children are provided with constant praise and encouragement, which enhances their self-esteem and effectively develops their personal, social and emotional skills.

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

The committed manager and staff team effectively promote the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. Performance management is effective as staff are supported through regular staff meetings and supervisions to further their professional development. There are good systems in place for staff recruitment, selection and induction to ensure children are cared for by suitably trained, experienced and qualified staff. For example, staff are required to complete relevant training in safeguarding, first aid and food hygiene. This leads to the provision of high-quality care and education, which helps children to make good progress in their learning and development. Parents are actively involved in the nursery as they receive daily verbal communication and regular newsletters to inform them of current projects and activities.

## Setting details

<b>Unique reference number</b>	EY395134
<b>Local authority</b>	York
<b>Inspection number</b>	859674
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	99
<b>Number of children on roll</b>	144
<b>Name of provider</b>	Little Green Rascals Organic Day Nurseries Limited
<b>Date of previous inspection</b>	11 December 2009
<b>Telephone number</b>	01904 607 959

The Little Green Rascals Children's Organic Day Nursery was registered in 2009 and is privately owned and managed. The nursery opens five days a week from 7.30am until 6.30pm all year round, except for bank holidays and a week at Christmas. The nursery employs 34 members of childcare staff who work directly with the children. All staff hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status and three staff who hold Qualified Teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

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