

# Little Green Rascals Children's Organic Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY395134
<b>Inspection date</b>	11/12/2009
<b>Inspector</b>	Rosemary Beyer

<b>Setting address</b>	Little Green Rascals Children's Organic Day Nursery, Elvington Lane, York, North Yorkshire, YO19 5LT
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<b>Type of setting</b>	Childcare on non-domestic premises

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## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Little Green Rascals Children's Organic Day Nursery is a privately owned day care provision, registered in July 2009. It is totally organic, and Soil Association registered. The ethos of the setting is to bring the outdoors in. The provision is situated adjacent to the York Maze on the main commuter route between York and surrounding villages. The nursery is in a fully restored two storey building with access to several enclosed outdoor play areas. There are currently 16 staff employed, 15 of whom are qualified to at least Level 3 and one to Level 2.

The nursery is registered on the Early Years Register to provide care for a maximum of 77 children, aged three months to five years. There are currently 67 children on the roll, four of whom attend full-time. The setting operates all year round from 7.30am to 6.30pm Monday to Friday, apart from between Christmas and the New Year. The nursery meets the needs of families from the local community and the wider area. The nursery provides funded nursery education places. Children attending local schools part time can also be collected. The setting works in close partnerships with the nearby schools, play groups and childminders and receives support from the Local Authority. The setting has chickens and guinea pigs for the children to interact with.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The excellent knowledge staff have already acquired of each child ensures they promote all aspects of the children's welfare and learning very successfully. Children are safe and secure at all times, although they are not yet familiar with the emergency evacuation procedure. They enjoy learning about the local area and the wider world around them. Partnership with parents, local schools and playgroups as well as other agencies is a key strength, ensuring children's needs are met and they receive any additional support they need. This means the children make very good progress given their starting points, ages and abilities. Self evaluation processes have not yet been fully implemented although consultation has begun with parents. The staff and management have devised a development plan covering aspects to adapt the setting to ensure it is responsive to parents and children's needs. They are also in the process of reviewing the policies and procedures which govern their practice.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff and children are familiar with the fire evacuation procedure
- develop the existing lost and uncollected child policies to include notification of Ofsted
- develop the self-evaluation process to include consultation of all users to

ensure the setting is responsive to their needs.

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

The owners, managers and staff of the nursery provide a very enthusiastic environment where all children are treated as individuals and their needs met. Each child's development is monitored effectively and through good communication with parents when children start to attend, the staff monitor progress from their starting points and are able to identify any concerns quickly and obtain additional support if it is needed.

Children's safety is of the highest priority within the nursery and although at this stage they have not yet become familiar with the fire evacuation procedure, the staff are clear about their responsibilities. Safety equipment is in place and regularly checked. Staff have a good knowledge of safeguarding procedures and general safety aspects on the premises, with clear comprehensive risk assessments being made and reviews planned. Lost and uncollected child policies are in place and although they do not include the notification of Ofsted, staff are aware this would be a significant event. The children are given opportunities to develop their understanding of risk through a wide and varied range of well supervised activities both inside and outside. They can access resources independently and are encouraged to use them carefully and safely.

Robust systems are in place for the employment of staff, most of whom are appropriately qualified and there is a clear expectation that they will undertake further training to support their own personal development while enhancing the care they provide. A thorough induction process and ongoing appraisals ensure good practice is identified and valued. Sufficient staff have both first aid and food hygiene qualifications, although a rolling programme is being developed to ensure these are regularly updated.

Relationships with parents are developing well, with good communication between parents and staff ensuring concerns are identified. Parents are able to make comments about the setting and suggestions for improvement, and these and responses are put in the comment book. A concern was raised over the lack of lighting in the car park so more lights were installed to improve visibility of the children. Very positive comments have been received from parents although no formal consultation has yet been made. Plans for development of the setting do include questionnaires for parents, open evenings and participation in the self-evaluation process. Children and staff are also to be consulted.

The nursery provides only organic food which is prepared on the premises, and menus are displayed for parents to see. A varied diet is provided and any allergies considered during food preparation. No nuts are used and account is taken of lactose intolerances. The children eat well, with snack and meal times pleasant social occasions. They are willing to try new things and proudly discuss vegetables grown in the nursery grounds and the fact they collect eggs from the nursery chickens.

## **The quality and standards of the early years provision and outcomes for children**

The children and babies are all settled and comfortable with the staff who care for them, and happy to see others enter the rooms. They are also pleased to see visitors, and the older ones are keen to share information about the nursery, discussing what they have been doing and introducing their friends, and the chickens and guinea pigs. Behaviour is very good, and the children are considerate and supportive of each other. An older child, for example, said he would help another child if he needed him to, he only had to ask. They learn good manners from an early age, and are very sociable, playing happily together, sharing and taking turns.

All children are treated as individuals and the key workers are developing their role so all the child's family members are involved in the care and exchange of information. They ensure parents have ready access to the children's daily diaries and their development files, with ideas available for activities at home. Information is exchanged each day both verbally and in writing. Photographs are also taken to illustrate activities and achievements, with some displayed in the nursery on the walls, on the computer and in the photo frames in each room. Children are able to select the photos to be used, some of which they take themselves. They are keen to discuss what they have been doing and who their friends are.

The children are developing a growing awareness of diversity and have access to resources which provide positive images of those often discriminated against. They are starting to learn different languages and during the inspection one of the children was counting in Spanish although his native tongue is English. Some festivals are included in the long term plans, while different foods and dressing up clothes are introduced in everyday activities. Sign language is also used to enable babies to develop their communication skills even if they do not have any comprehensible language. Staff and older children also use signs in their interactions.

All children have outside play each day, with a wide range of activities available even in wet or cold weather. A covered area provides shelter from the rain and the children also use a tent or willow arbour. They are developing a growing interest in the natural world through their gardening and animal care, planting, weeding and harvesting their vegetables and carefully holding both their chickens and guinea pigs. Highlights of the day are feeding the chickens or guinea pigs and collecting eggs. Herbs are grown for the kitchen and also to support butterflies the children watched develop from eggs.

The children are developing an excellent understanding of healthy living. They have fresh air and exercise each day, a very healthy diet and also learn to protect themselves by implementing good hygiene practice. The older children know they need to wash their hands to remove germs before food, after personal care and

after being in the garden with the animals. Staff encourage younger ones and remind them when necessary. Clear sick child and medication policies are implemented to prevent the spread of infectious diseases, and the procedure for children who are taken ill works very well as staff have built good relationships already with parents.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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