



Rhymetime Nursery

Inspection report for early years provision

Unique Reference Number	EY258797
Inspection date	06 July 2005
Inspector	Sarah Measures
Setting Address	Southbrook, Corby, Northamptonshire, NN18 9BE
Telephone number	01536 741144
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Registered person	Avenue Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rhymetime Day Nursery was registered in 2003. The nursery is one of two day nurseries owned by Avenue Nurseries Ltd. It operates from a mobile situated within the grounds of Kingswood Infant School in Corby, Northamptonshire. A maximum of 70 children may attend the nursery at any one time. The nursery opens during the hours of 08.00 until 18.00 all year around, except for bank holidays. After school and holiday care are also available. All children share access to a secure outdoor play

area. There is wheelchair and pram access to the front of the building, and to the outside area.

There are currently 85 children on roll. Of these, 16 children receive funding for nursery education. Children attend from the local area. The nursery supports children with special educational needs. It employs 14 full time staff. Ten staff currently hold, and one staff member is working towards an appropriate qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff implement effective health and hygiene policies and procedures. This also helps children to understand and become familiar with simple good health and hygiene practices. Children's health needs are met as staff work well with parents, and relevant documentation is in place to identify any individual needs. Children are well protected in the event of an accident or emergency as most staff have qualifications in first aid, and there is written consent to seek emergency medical treatment or advice. There are clear procedures for the administration of medication to ensure children's welfare is maintained at all times.

Older children have regular opportunity to enjoy physical activity, as they play in the secure and well equipped outdoor play area. These children very much enjoy the freedom that they have to exercise and play imaginatively out of doors. Children rest and sleep according to their needs.

The nursery plans a varied and nutritious snack menu that assists in providing a balanced diet for children. This also helps children to make healthy choices. Children's preferences are considered as parents provide all main meals. Children's health is maintained as care is taken to ensure all foods brought into the nursery are appropriately stored. Children's dietary needs are met as there are sound procedures in place to identify and meet any individual needs in this area. Children learn about healthy living as staff discuss healthy foods during meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Clear policies and procedures and the ongoing system of risk assessment ensure that a safe environment is always maintained for children. Children's safety is ensured as staff are carefully deployed in order to supervise children appropriately at all times, and there are clear procedures for monitoring access to the premises. Sleeping children are kept safe as staff either supervise them directly by working in the same area, or check children at regular intervals. Children's collection details are recorded and there is a password system in place to ensure they are always collected by appropriate persons.

Children in all areas of the nursery use good quality toys and equipment that are safe and suitable for their needs. Toys and resources are attractively organised in order to create a stimulating and interesting setting for all children. Space is well organised in order to ensure children's needs are catered for, for example the room used for children under two years is self-contained with changing and sleeping areas easily accessible. Also, older children in the pre-school area are able to access toilet and hand washing facilities independently and safely. Fans are used in warmer weather to help provide a more comfortable environment for children.

Children are protected as staff have a clear understanding of child protection procedures. They are cared for by adults who are vetted and have relevant knowledge and skills in childcare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settled as they feel secure and develop positive relationships with staff. All children are interested in and enjoy their play. Children achieve because staff use their understanding of early years guidance such as Birth to three matters and the Curriculum guidance for the Foundation Stage, to provide a range of activities and play opportunities. Babies and young children in the under two area acquire new skills, as they confidently explore with a range of interesting and challenging physical and sensory toys accessible to them. Children from two to three years have access to a more structured setting with more advanced activities that are suitable for their developmental needs. For example, they choose from more advanced imaginative, construction and drawing activities. All children develop confidence and benefit from the different creative and messy play opportunities available.

The needs of all children are met within routines that promote all development areas, however babies and children under two years have more restricted access to outdoor play. Older children do not develop personal independence at snack time as they are not involved in serving their own snacks and pouring drinks. Children's learning is actively encouraged as staff are skilled at adapting plans to follow their interests.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff are secure in their knowledge of the Foundation Stage. Children achieve and develop confidence as staff set them appropriate challenges. Children's learning is enhanced as staff are well organised and skilled at managing behaviour. Assessment records demonstrate staff's understanding of individual children, however these are not consistently used in order to plan for the next stages in children's individual development. Children's learning is further encouraged as staff have the confidence to adapt planning to take into account individual experiences. Planning is being developed and does not currently produce a balance of learning activities in the area of mathematical development.

Children arrive keen to learn and become involved in activities. The organisation of

the room and resources helps children to become independent and make choices and take responsibility for their personal care. Children show good concentration when completing tasks to their satisfaction and are proud of their work. They are developing strong friendships within the group.

Children are confident speakers and eagerly initiate conversations about their experiences. They enjoy looking at books and join enthusiastically in song and rhyme sessions. Children develop confidence in their early written skills as they write and make marks for different purposes, using different writing materials. They are learning to count reliably, although they are insufficiently encouraged to solve simple number problems during their play. Children develop a sense of time and place as they look at past and present events in their own lives. A computer and calculators are available for children to learn about the uses of everyday technology. Children develop design and making skills, as they build and construct using a range of objects. They move confidently and imaginatively as they take part in dance and physical activities. The range of small and large physical equipment used by children helps develop confidence in their physical abilities and strengthens the more refined physical skills needed to support other areas of learning. Children have very good imagination and develop confidence and self assurance as they instigate different pretend play situations. Their creative development is well promoted, as they have opportunity to explore with a range of different media and materials.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work with parents to meet individual children's needs and ensure they are fully included within the life of the setting. The clear procedures for sharing information regarding the routines of younger children maintain continuity of children's care. Staff actively encourage parents to share information regarding children's home experiences in order for them to adapt activities to include children's interests. Children develop a strong sense of belonging as they feel secure and valued.

Children learn to appreciate those that are different from themselves as they play in an environment that includes pictures and resources that represent diversity. They also learn about different beliefs as they celebrate different religious and cultural festivals throughout the year. Boys and girls are encouraged to play with all toys available in order to ensure equality of opportunity and experience. Their spiritual, moral, social and cultural development is fostered.

There are no children currently in attendance with special educational needs, however the nursery policy is positive and proactive so that staff are prepared for this. Staff have previous experience of working with outside professionals in order to ensure any special needs are met.

Children behave well as they are well occupied and feel secure. Children develop self-esteem and patterns of good behaviour, as staff make good use of positive language to praise and encourage them. They learn about responsible behaviours as

staff discuss unacceptable situations in order for them to develop a sense of self discipline. Staff act as good role models encouraging children to treat one another with consideration and respect.

The partnership with parents is good. Children's development is enhanced as plans and details of activities are carefully displayed to catch parents' attention and involve them in their child's learning. Children also display pictures of activities they have completed in order to promote discussions with their parents. Children benefit from the involvement of parents in their learning and parents are encouraged to share information. Staff ensure that parents know how their children are progressing and developing.

Organisation

The organisation is good.

The quality of children's care is enhanced by effective organisation and management throughout the nursery. Policies and procedures work in practice to promote children's health, safety, enjoyment and ability to take part in the setting. Staff, space and resources are well organised in order to support children's care, learning and play. Children who attend the nursery after school are few in number, as they are mainly siblings of younger children within the nursery. They are cared for within separate areas of the pre-school room, in order to ensure they can access appropriate equipment and resources.

Children benefit from a well qualified staff team. Continuity of children's care is maintained as regular staff members work with the same groups of children. Staff work a four day week pattern, allowing them to be available to parents at the beginning and end of the day. This contributes to continuity of children's care and encourages parental involvement. All legally required documentation which contributes to children's health and safety is in place. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery is good. Managers monitor the effectiveness of the setting in order to ensure the provision for children is continually reviewed and developed. Staff use children's assessments in order to inform them of any gaps in children's learning. Children's welfare is promoted as staff are committed to the improvement of care and education for all children.

Improvements since the last inspection

At the last inspection the nursery agreed to obtain written consent to seek emergency medical treatment or advice. This consent is now in place in order to improve the safety of children in the event of an emergency.

Complaints since the last inspection

A complaint was received whereby it was alleged that a child had been involved in a

number of accidents since starting at the nursery (a year ago). These allegations included: being bitten 3 times; falling from a cot at 14 months; having glitter in the child's eye. There were also allegations that when collected on one occasion the child was not wearing their trousers which were in a bag with bleach on them, and no one appeared to know how this had happened. The nursery was asked to provide information about these issues under National Standard 2 (Organisation), 3 (Care, Learning and Play) and 6 (Safety). The information that was provided did not suggest a breach in National Standards and Ofsted therefore took no further action.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure older children have opportunity to develop independence at snack time and provide regular opportunity for all children to be active outdoors

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop planning to include the next steps in individual children's learning and to ensure that a balance of learning opportunities are provided in the area of mathematical development

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