

# Rhymetime Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY361913
<b>Inspection date</b>	09 July 2008
<b>Inspector</b>	Rosemary Moore
<b>Setting Address</b>	Millbrook Infant School, Churchill Way, KETTERING, Northamptonshire, NN15 5BZ
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<b>Registered person</b>	Avenue Nannies Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 2007. The nursery is one of the day nurseries owned by Avenue Nurseries Ltd. It operates from a mobile situated within the grounds of Millbrook Infants School in Kettering, Northamptonshire. A maximum of 64 children aged from birth to under eight years 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. Before and 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 94 children on roll. Of these, 21 children receive funding for nursery education. Children attend from the local area. The nursery employs seven full time staff, of whom, six staff currently hold, and one staff member is working towards, an appropriate qualification. The nursery is supported by the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from the warm, welcoming environment. The premises are clean and staff carry out daily routines to ensure that a good level of hygiene is maintained. The children begin to develop an awareness of personal hygiene through good routines, such as washing their hands after using the toilet and before eating. Children receive appropriate care in the event of an accident because most members of staff hold a current first aid certificate and have sound knowledge of procedures to follow. All children have consent from parents for emergency medical treatment and advice. Medication is only administered to children with written parental permission.

Children are well nourished because they enjoy a good range of healthy snacks which include fresh fruit. They have a choice of drinks including fresh drinking water throughout the day. This ensures they are well hydrated and comfortable during their time at the setting. Children are beginning to understand about healthy living through a good range of activities which encourage them to learn about healthy choices. Staff take appropriate precautions when preparing food to minimise the risk of cross-contamination and ensure suitable storage of fresh foods.

Children develop physical skills and have some access to fresh air and exercise as they take part in outdoor activities. They enjoy climbing and balancing on planks and tyres, digging with trowels in the soil and riding on wheeled toys in the outdoor area. However, this is weather permitting, with insufficient alternative indoor physical play provided for all children. Children are able to rest or sleep according to their individual needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright and welcoming environment. Children's craft work, posters and notices are displayed effectively in the corridor and each room making a colourful sight. The premises are secure with staff closely monitoring the arrival and departure of all parents, children, staff and visitors. They supervise children well on the premises, including taking young children to the toilets. Children are able to choose from a range of safe and suitable toys which are rotated to keep children's interest. These are set out daily in each room for the different age groups.

Risk assessments are carried out to ensure children are safe whilst on the premises. A safe indoor environment, split into different rooms to meet the age and developmental needs of the children is available, with children freely moving around their room and generally selecting their own toys and activities. The outdoor area has some grass which gives support to the children's safety. However, children are not fully protected from hazards outside, such as, overgrown trees bearing berries, some brambles and nettles.

Children begin to learn how to keep themselves safe, for example they practise using equipment such as scissors and trowels. This helps children to understand the dangers of sharp objects and how to handle these carefully. They also practise regular fire drills to ensure they are familiar with these in the event of an emergency.

Children are protected from harm because staff have a sound knowledge of child protection. They are aware of possible signs and symptoms of abuse and have a clear understanding of the correct procedures to follow if they have any concerns with regard to any of the children in their care. The manager and staff have the local guidance, a clear policy and written procedures to follow. Most staff have attended training in safeguarding children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children and babies are happy and generally kept busy most of the time. Occasionally, daily routines impact upon young children's learning as they are required to wait, with little to keep their interest. For example, prior to snack time all children wash their hands and sit ready waiting for the others, which takes some time and their independence is not fully encouraged by involving them in the preparations.

Children are able to act out and experiment with role play in the home corner which has a variety of kitchen equipment, where staff interact with them well. Children are creative, they use a range of mediums to develop and explore the feelings of different textures. For example, they explore paint with fingers and toes. Children begin to develop skills of concentration at an early age, by attempting the placing of pieces into an inset puzzle. Babies have lots of visual stimulation and space to explore movement. For example, they practise taking steps holding onto a push along walker with the close support of staff.

Children's activities are planned using the 'Birth to three matters' framework, which helps them to develop at their own pace. Staff use observation and assessments to set individual goals which are achievable and adapt these or extend them to suit all of the children. Children are moved through the nursery groups to meet their own individual developmental needs.

Older children who attend before and after school generally have a suitable range of toys and games which they have access to. They are free to select these and develop their play as they wish. The children also spend some time with both indoor and outdoor activities in a group, although the outdoor activities provide little challenge to this age range.

### **Nursery Education**

The quality of teaching and learning is good. Children who are funded for nursery education are cared for in one room, with qualified staff. These members of staff have a sound knowledge of the Foundation Stage. Children's interests are taken into account by the flexibility of the planning which is linked to the six areas of learning. Staff take responsibility for observation of children and several spontaneous observations are made which identify the areas of learning they link to. Assessment is undertaken, however, this does not fully identify the next steps in children's learning and this limits their usefulness to inform planning. Children access most activities independently, requesting the support of staff when needed. Generally they are confident learners and motivated to learn. They engage in a range of developmentally appropriate activities, playing well alone or together in small and larger groups. Children are sociable, communicate well and most show a positive attitude to learning. They respond well to new activities when these are introduced and are keen to try out new experiences. For example, children independently scoop ice cream into a cone before enjoying eating it, taking turns and interest in each other and building upon their concentration skills well. This adult led, planned activity started with children discussing and creating their ice cream cone pictures, using paper mosaics and glue. However, children were not all sufficiently challenged as the

paper was mainly cut up for them. Staff were asking some questions of children to make them think and understand what happens to the ice cream in warm weather.

Overall, children behave well and follow simple rules such as tidying up for lunch time. Therefore, they are beginning to learn to be co-operative and understand right from wrong. However, some children do become rather excitable at times getting carried away with their play ideas especially in the imaginative play area, with staff a little hesitant to intervene. Also, a few children quickly lose interest at group time which impacts on all of the children and does not fully support their learning.

Children experience play in sessions as a whole group either indoors or outdoors. At the present time they are unable to use a free-flow system due to the layout of the nursery. The outdoor play and physical play is currently very dependant on the weather, with few alternatives in place. Therefore, physical activities are not being consistently offered or incorporated into the indoor play activities, to give sufficient challenge to some children.

Children have good opportunities to use their imagination as they participate in role play. For example, a child enjoys imaginative play dressing up as a ballerina and proudly showing off her dancing. Children feel confident to speak in a large group and most children enjoy singing songs and joining in with stories. Children also enjoy looking at books alone and in small groups. Children link sounds to letters in a group situation. They have access to a range of writing materials and can choose to practice their pencil control, some children show they are skilful at writing their own name, others do so with the support of staff.

Children learn about number through practical experiences and during routines, such as when children count how many are present in the group today. Staff encourage children to identify number and quantity to reinforce their learning through play activities. Posters and equipment such as tills and calculators within the playroom display number and shape and children have opportunities to handle money and buy items in the shop. Children develop knowledge and understanding of the world while participating in a varied range of activities. For example, children dig for worms, understanding where they live. They discuss the roles of people within their society, and develop further understanding through role play, such as the shop. Children have opportunities to access information technology and use this to reinforce learning in areas such as problem solving and language. Overall, children make good progress towards the early learning goals.

### **Helping children make a positive contribution**

The provision is good.

Children are all treated with equal respect. They begin to learn about diversity through access to a good range of activities which raise their awareness of the wider world, such as, the celebration of Easter and other festivals throughout the annual calendar. Visitors attend from the local community which encourages children to learn to respect differences in our society. Resources include a good range of multi-cultural toys, dressing up clothes, dolls, puzzles and books.

Children have their individual needs well met because information for each child is carefully gathered from parents before they attend the setting. Staff attend sufficient training to increase their knowledge and understanding of any specific issues and a key worker system is in place for all children. Parents are made welcome into the setting. For example, to see their child

settle or discuss with staff and they are also encouraged to share their observations. This ensures that staff know the children well and are able to work closely with the parents.

Children generally behave well in the setting, although a few children do become disruptive when over excited or bored. Staff are good role models, with children in the setting being encouraged to listen and follow simple instructions, to which most children respond well. This begins to teach children right from wrong at an early age. Children and parents alike are made welcome into the setting, with staff spending time speaking with the parents at each end of the day. Parents are fully aware of the importance of the information displayed on the notice board which includes information on how to make a complaint if they wish. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children's care, welfare and development are promoted through good relationships with parents. All parents of funded children receive verbal feedback on their child's progress towards the early learning goals and they are also encouraged to share information and observations from home with the staff. Parents have access to their child's assessment records at all times, which are available for to them keep once the child leaves the setting.

### **Organisation**

The organisation is good.

Children are happy in the setting. The benefit from the good organisation with staff generally offering a balance of encouragement and support to children. Staff are well deployed, covering for one another and supervising children well. A system is in place to monitor and review staff qualifications and provide ongoing training. A comprehensive operational plan, policies and procedures are continually reviewed and updated by the management to ensure they reflect current practice within the nursery and take account of changes to legislation.

Leadership and management is good. The manager and staff work closely together in ensuring that staff practices contribute positively to children's well-being and enjoyment within the setting. Children's achievements are assessed on a regular basis although planning does not yet fully support individual children's learning. The registered provider and manager oversee the general assessing of the strengths and weaknesses of the nursery education provision. They monitor staff practice and training and hold regular meetings together with staff to discuss this. The setting makes good use of information, advice and guidance from other professionals to improve the outcomes for children. Documentation and records are well maintained by the staff and support children's care and well-being. Overall, children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see upon request. The complaints record may contain complaints other than those made to Ofsted.

## 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 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):

- promote good health, with regard to giving children further opportunities to be active indoors and out
- ensure that children can play safely outside
- encourage all children to be independent and develop their self-esteem.

#### **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):

- provide sufficient challenge for all children
- develop the links between children's next steps and the learning intention within planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)