

Rhymetime Nursery

Inspection report for early years provision

Unique reference number EY389531
Inspection date 04/09/2009
Inspector Andrea Ewer

Setting address Connolly Lodge, St Crispins, Northampton, NN5 4BW

Telephone number 07813029555
Email michelle.avenue@btinternet.com
Type of setting Childcare on non-domestic premises

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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rhymetime Nursery is one of five nurseries owned by Avenue Nannies/Nurseries and was registered in new premises in 2009. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from Connolly Lodge, St Crispin's, Northampton. Children are cared for in designated rooms according to their age and stage of development and share access to a garden for outdoor play. Access to the nursery is via a shallow step. The nursery supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery may care for a maximum of 90 children up to eight years at any one time. There are currently 108 children on roll, including 20 who receive funding for nursery education. The nursery is open each weekday from 7.00am to 6.00pm for 52 weeks of the year except for Bank Holidays. The nursery also operates an out-of-school club for school aged children before and after school and during school holidays.

A total of 16 staff are employed to work with children, 14 of whom hold an early years qualification. This includes three staff who hold an early years degree. The nursery receives support from the Local Authority Early Years Advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children make very good progress in their learning and development and their welfare needs are met well. They benefit from strong leadership and management who use highly effective systems of evaluation to ensure outcomes for children are promoted with success. Excellent partnerships with parents and other professionals involved in children's care and learning ensures their protection is assured and promotes a cohesive approach which recognises each child as a unique individual.

What steps need to be taken to improve provision further?

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

- develop the use of the outdoor area to further enhance children's play and learning opportunities
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences that challenge children to achieve their potential consistently throughout the nursery

The effectiveness of leadership and management of the early years provision

Children who attend this setting are very well safeguarded. Clear safeguarding procedures ensure children are fully protected from harm or neglect. The designated member of staff with responsibility for ensuring safeguarding procedures are implemented in line with local authority guidelines, keeps up-to-date with any changes through training and shares information with other staff members during meetings. This ensures children are fully protected during their time in the nursery and out of school club. Robust recruitment and vetting procedures ensure children are cared for by a suitable and well qualified staff team. All staff are checked through the criminal records bureau, proof of qualifications and identity are obtained prior to starting work in the nursery and references from previous employers are obtained. Rigorous risk assessments ensure potential hazards both indoors and outdoors are minimised. Staff are deployed effectively to ensure children are properly supervised at all times and good contingency arrangements are in place to cover staff absences in an emergency.

Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend. Effective systems to monitor and evaluate the setting take account of staff and parents views and the information is used to continuously improve and develop policies, practice and procedures. Staff contribute to the settings ongoing self evaluation and verbal feedback from parents is acted on positively to effect change and enhance standards throughout the setting. High regard is given to enhancing staff professional skills and knowledge through training and development. Effective systems are in place to monitor and organise training to ensure staff keep up-to-date with current best practice to continually improve outcomes for children. Most staff hold an early years qualification and they are well supported to improve their qualification levels. For example, three members of staff hold a degree level qualification in early years childcare and education and staff are fully supported to attend further training to develop their skills. Written policies and procedures are implemented consistently by all staff, shared with parents and inclusive for all who attend.

The setting is highly committed to working in partnership with parents and other professionals. Parents actively contribute to children's learning journey's and planning which fully involves them in their children's learning and development. For example, parents record their observations about children in their learning journeys such as when their child learns to swim without armbands and takes photograph's using a digital camera. They discuss with staff and record any concerns about their children on the planning sheet which enables staff to plan suitable activities that focus on the specific areas of their development. Effective systems are in place to support children who have special needs to achieve their potential. Staff attend regular review meetings to share information about children and set targets and staff work together to help children meet their targets. Families of the children attending the setting are actively encouraged to become involved in the setting by sharing their skills and during open days and a picnic in

the park for fathers of children who attend. All children and families are valued as individuals. Activities are equally accessible to all children including boys and girls and may at times be adapted to meet the needs of children who have special needs. Welcome signs in various languages, posters and photographs showing positive images of people from around the world create a welcoming environment for all families and staff encourage parents and children to share information about their cultural background. Consequently outcomes for children are promoted successfully.

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

Children make very good progress in their learning and development and thoroughly enjoy their time in the setting. They form secure relationships with consistent, well motivated staff who support their learning well. Staff have a secure understanding of the Early Years Foundation Stage and in the main implement it confidently throughout the nursery. They plan a stimulating and interesting range of activities based on children's starting points using their own observations and information from parents. Sensitive observations are carried out on all children regularly and shows their progress towards the early learning goals. The next steps are identified and the information is used to inform planning for individual children in most areas of the nursery which supports them to build on skills they already have. This is not, however, consistent throughout the nursery and means some children are not always challenged to achieve their potential.

Children are starting to form friendships with each other and are confident and self assured. They behave well, share, take turns appropriately and play co-operatively. They understand what is expected of them and respond well to the simple explanation, frequent praise, encouragement and support given by staff. Children become active, inquisitive learners who are developing skills for the future. They actively participate in activities that promotes communication, language and literacy skills very well. They have free access to mark making activities and their early reading skills are incorporated into daily routines. For example, children find their name cards before having a snack, they observe the text displayed attractively around the nursery and children regularly look at books for enjoyment in the cosy book corner in each room. Children in the pre-school room identify the first letter in their name as they draw around letter stencils and make simple words using the magnetic letters. Children count and recognise numbers as part of everyday activities. Younger children start to count, along with staff who count the fish and frogs in the pictures during stories and older children count their fingers up to 10 to show how many cars they have at home. Children are gaining a very good understanding of the wider world. They have regular access to a range of toys that show positive images of diversity and talk about countries they have visited for their holiday. They show a good understanding of where they are in the world as they talk about going to Portugal on the aeroplane and know they are back in England. Children under two years become excited as they press the buttons on the pop up toys, observe the flashing lights in the sensory room and older children use computers to operate simple programmes. For example, they click on the picture and answer simple questions to develop the story.

Subsequently they start to understand how things work. School aged children attending the out of school club are cared for in a vibrant and stimulating environment which complements the education and care provided at school. They actively contribute to the planning and organisation of the care and activities provided by writing activities they would like provided on the planning sheet. They enjoy visits to the local park where they use the large play apparatus and observe nature during walks through the nearby forest. They make a den indoors, play on the games consoles and use their imagination during role play. Children say they enjoy coming to the club because they can play with their friends and the activities provided.

Space, furniture and equipment are well organised overall and create a welcoming and fully enabling environment that supports children to become independent. Careful consideration is given to ensuring all children, including those who have disabilities, are able to move around freely and the many colourful displays of children's artwork, photograph's and posters gives them a strong sense of belonging. The outdoor area is not yet used fully to extend children's learning and development during outdoor play. Effective measures are in place to minimise potential hazards and reduce the risk of accidents. The premises are secure and safety gates ensure they are unable to leave their designated areas unsupervised. Fire safety equipment is in place and regular emergency evacuation practices ensure children are familiar with what to do in the event of a fire. Children gain a good understanding of how to stay healthy. They enjoy nutritious snacks and independently access drinks from their own beakers, throughout the day. Displays show children talk about healthy food and staff support them to eat sufficient quantities for their needs from their packed lunches. They understand the importance of good personal hygiene. They wash their hands at appropriate times such as before eating and after visiting the toilet and brush their teeth after lunch.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met