

Rhymetime Nursery

Inspection report for early years provision

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Inspection date 09/07/2010
Inspector Andrew Clark

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Type of setting 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*.

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.

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Description of the setting

Rhymetime Nursery opened in 2005 and is run by a private company. The setting operates from two buildings in the grounds of Newton Road Primary School in Rushden, Northamptonshire. The setting supports children with special educational needs and/or disabilities. A maximum of 96 children aged from birth to eight years, including a maximum of 20 children under two, may attend in any one session. There are currently 70 children on roll, of which all are under eight years, of these, all are in the Early Years Foundation Stage, of which 45 are in receipt of funding for nursery education.

The sessions run from 8.00am to 6.00pm five days a week, all year round. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff. The manager holds a degree level qualification. Over half of the other staff hold at least an appropriate qualification to Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Rhymetime Nursery is a highly inclusive setting. Children of all abilities, including those with special educational needs and/or disabilities, make excellent progress. Children of different nationalities work and play very happily alongside each other. The manager guides her staff extremely well ensuring a strong sense of purpose and an outstanding capacity for continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- completing the priorities already identified in the setting's action plan.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. Staff training for all aspects of protecting children's well-being is at a very high level and training is regularly refreshed. The setting has very rigorous policies and procedures in place to monitor children's safety at all times. Children's welfare is at the heart of the setting's work. There are very robust and secure procedures for the administration of medication and the recording of accidents and injuries. Record keeping is of a high quality and staff make good use of modern technology in their safeguarding.

Leadership and management are outstanding. The very efficient organisation of the setting contributes greatly to the children's welfare and their progress. The manager closely monitors the development of her staff and encourages them to constantly aim high. They, in turn, are fully involved in the monitoring and evaluation of all aspects of the provision and this ensures the high quality of planning for future improvement. The staff take significant responsibilities and leadership roles which they are well trained for. They are given time to fulfil their roles to a high standard. Staff are very reflective and ambitious for the setting. A particular effective feature is the very strong links with other local early years providers and this creates opportunities for the managers to regularly observe other settings. This ensures that they are consistent in seeking the best practice. The self-evaluation procedures lead to very precise and appropriate priorities for further improvement.

The setting frequently gathers the views of parents and carers and children and acts effectively upon them. The promotion of equality and diversity is outstanding. Staff are well trained and efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them.

Parents and carers are very enthusiastic about the high levels of care their children are shown. They receive an excellent range of information about their children's progress on a regular basis. The information is attractively and clearly presented. The parents and carers feel that their opinions are listened to and acted upon. This contributes to the smooth running of the setting and the children's preparedness for future learning.

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

The manager and her staff are very skilled in observing children's development regularly and identifying the next steps in their development. As a result, the quality and standards of the early years provision are excellent. The outcomes from observations are used very well to plan for the needs of children of all abilities and ages. There are excellent systems to track the progress of groups of children, as well as individuals. The information from this is used extremely well to identify any gaps in children's learning and then quickly address them.

The outstanding links with parents and carers and other providers means useful information on children's progress is freely shared and supports their successful relationships with the host school. The babies' daily routines are closely matched to those at home and parents and carers receive detailed daily records from the setting. The furnishings, room layouts and play resources are excellently matched to the needs of children of different ages and abilities. The staff make highly effective use of vibrant and exciting resources, including information and communication technology, to promote all areas of learning and to motivate children. Children are very independent and quickly develop self-confidence because they are successfully taught to make decisions for themselves and guide

much of their own learning. The setting encourages children to have a sense of adventure within a safe environment. Children are highly inquisitive and enjoy exploring the natural world. These excellent skills prepare children very well for the future learning. Adults skilfully question children and guide them in their learning. Children feel extremely safe and learn how to handle tools such as scissors safely by practical application. They recognise safe and unsafe situations and respond well to clear rules and guidance. They are involved in creating and improving rules for the setting and for individual activities.

Staff's development of the children's understanding of the importance of healthy lifestyles is outstanding. Staff are very well informed about food hygiene and children's dietary needs. Children participate in planning, preparing and making snacks, including foods from different countries and cultures. Water is constantly available. The secure and attractive outdoor areas make an outstanding contribution to children's progress in all areas of learning. There are especially exciting opportunities for children to climb, roll, run and jump and negotiate obstacles; which help their physical and problem-solving development. The outdoor resources and activities are well matched to children's different and increasing abilities and are accessed in all weathers. Children develop high self-esteem because they feel valued and cared for. Themes, posters and resources reinforce positive images of the diversity of modern life. They investigate different faiths and cultures through role play and other activities. The baby rooms reflect the home environment and there are very attractive quiet areas where older children can quietly relax and read. Parents and carers are very impressed with all the setting offers. 'Exceptional! A lot of effort is put in by everyone and it shows. I cannot fault it,' is typical of their views.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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

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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