

Rhymetime Nursery

Southbrook, Corby, Northamptonshire, NN18 9BE

Inspection date

04/06/2013

Previous inspection date

25/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children enjoy the positive and encouraging interaction from the members of staff who sit with them, getting involved with activities.
- Children benefit because their parents are fully involved in their learning at the nursery. Information from home about children's interests and achievements is fully valued and used to inform the planning of activities.
- Children's individual care needs are managed well. All children benefit from the close communication with their parents, which ensures their needs are met.
- Children's independence skills are promoted. They choose freely from books and play materials. Older children are encouraged to be independent at snack time; they choose their fruit and spread the butter on their crackers.
- The management and staff team are effective in the evaluation of the nursery. They work to action plans that are well targeted for continuous improvement.

It is not yet outstanding because

- Opportunities for children to enhance their very good knowledge about the world and technology are not always fully strengthened to ensure they have wide experiences to explore and find out about safe technological equipment.
- The scope for babies to use all their senses to explore the outside environment and continue to develop their physical skills has not yet been fully maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and in both outside learning environments.
- The inspector held meetings with the manager of the provision and with three members of staff.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and action plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the self-evaluation.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Rhymetime Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a building situated in the grounds of Kingswood Primary School, in Corby, Northamptonshire and is managed by Avenue Nannies Limited. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 3 and 4. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the opportunities for children's developing understanding of the world and technology, for example, by providing safe equipment for them to play with, such as torches, transistor radios, cameras and pulleys
- widen babies' experiences of the outdoor environment to encourage them to use all of their senses, for example, by providing pots and pans for music, planting fragrant herbs and using windmills and wind chimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children attending the nursery have a good range of activities available to them that cover the seven areas of learning. The members of staff demonstrate a secure knowledge of how to implement the Early Years Foundation Stage for each child in their care. Each child has a book that records the progress they make during their time at the nursery and the staff in the toddler room complete the progress check at age two when appropriate. They use the observations made during children's play to inform the planning for the following week, identifying specific activities for each child that are linked to their unique next steps in learning. For example, a group of children enjoy a painting activity where

they make prints using a variety of shaped bricks. This activity was planned specifically for one child who has previously shown an interest in shapes. This child, alongside their friends, talks freely with the staff who extend the children's experience by suggesting that they dip their fingers in the paint and make their own shapes. This individual planning supports each child to make good progress in their learning because the activities provided offer suitable challenges for them.

Children who speak English as an additional language and those who have special educational needs and/or disabilities are well supported. The staff work very closely with their parents and with any other agencies who are involved with them to discuss how their needs can be met most effectively. The staff provide a consistent approach, alongside the parents and the other agencies, through ensuring that time is planned for any particular activities that have been set to support the children's development.

The children thoroughly enjoy the staff's positive and sensitive interaction in their play. They know when to get involved through making suggestions to extend the game or when introducing new vocabulary. They also understand the importance of allowing children to have time to explore and play freely. Babies become excited when playing in the water tray. They splash with their hands and squeal with delight when the water sprays on their face and arms. They look to the member of staff who is supervising them for reassurance and respond to their warm smiles that it is fun to continue with their splashing. This reassurance encourages the youngest children to be confident to be curious and relaxed in their play. Babies have their own enclosed outside play area and they have the opportunity each day to play in the fresh air. The garden is equipped with a variety of low-level slides and climbing equipment and other toys. However, there is scope to expand on the use of this outside area by providing resources that encourage these young children to use all their senses during their play.

Toddlers enjoy choosing freely from a good range of activities that provide appropriate challenges for them. For example, they find a range of items, including pretend tools, they put them in a bag and proceed to move around the room finding things to 'mend'. The staff support them to build with construction toys, including discussions about the different colours and shapes. They offer them appropriately challenging activities because they know each child well. For example, providing paper and a range of different scissors for them to use for cutting. Children have access to a range of interactive toys and computers within the nursery. There is scope, however, to further extend the toddler and pre-school children's interest in technology by providing a wider range of equipment.

All children in this nursery demonstrate that they are keen to learn and take part in the activities. Their personal, social and emotional development is promoted because they are encouraged to be independent, to separate from their parents and to get on with their friends. Pre-school children are prepared for the move on to school because the staff work with them to be confident and make their own decisions about what they want to do. The nursery has close links with the local school and the staff read stories and do relevant activities in small groups to help children be ready for school.

The contribution of the early years provision to the well-being of children

Each child has their needs met effectively because the staff develop close working partnerships with their parents from the outset. Each child has a key person and a buddy key person who are responsible for the partnership working with the child's parents. They record daily feedback for parents that relates to their routines and the activities they have taken part in. Children are enabled to settle in quickly when they start attending through this effective partnership. The key person works closely with parents on issues, such as toilet training, and when children are becoming ready to move on to the next room in the nursery. They discuss the possible move with the child's parents and if they agree the key person prepares a written summary that is shared with the staff in the next room. They go for visits with the child and as the child grows in confidence the length of these visits increases. This sensitive approach to children's transitions enables them to be successful.

The care practices in the nursery are managed for each child as an individual. For example, babies' and toddler's nappies are changed as required, records are kept of these changes and when children are toilet training so that parents can be kept informed. Children's individual medication is safely stored and only administered with parents' consent. Children behave well in the nursery because the staff are consistent in their approach, they take time to explain the expectations for behaviour to the children. Those who have a specific need for extra support are managed well through keeping tasks manageable for them. Also, through the whole team discussing issues that arise and working out the best way to manage these individual needs. For example, children have visual prompts of what task they are doing now and what will come next.

Children thoroughly enjoy their daily opportunities to play outside in the fresh air. The toddler and pre-school children have free flow between the inside and outside areas. They have spaces to run around and use ride-on toys and bikes and the staff take a variety of activities outside. The children are assisted to put sun cream on and are encouraged to wear hats on sunny days. The staff talk to them about having extra drinks so they do not become thirsty. This promotes children's awareness of keeping themselves safe and healthy. Children demonstrate that they feel safe in the nursery. Babies show a bond with their key person, approaching them for comfort and reassurance as they need it. Toddlers are confident to ask for or indicate items that they want and they climb onto the staff's lap for them to read stories. Pre-school children regularly initiate conversations with the staff and they enjoy taking part in small group activities and dancing sessions.

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

The management and staff team work well together to ensure the smooth and efficient operation of the nursery. The manager has support from the directors of the company as well as from the local authority and she demonstrates a commitment to sustained and continuous improvement of the nursery. The manager and staff team work together on action plans, alongside the self-evaluation, to identify their priorities for the future. Appropriate action has been taken on the issues raised in previous inspections and visits to ensure that children's well-being is maintained at all times. Parents' views and opinions are valued as part of this ongoing improvement.

Children's safety is given high priority. The manager and deputy are the designated officers for safeguarding and have completed further training. The staff are familiar with the nursery policy relating to recording and reporting any safeguarding concerns and how it links with the Local Safeguarding Children Board procedures. The staff maintain close supervision of the children at all times and ongoing risk assessments are completed. There are effective procedures in place for the recruitment of suitable staff and for managing the performance of existing staff. They are supported to continue their professional development and achieve appropriate qualifications. The provider demonstrates a good understanding of their responsibility in meeting the safeguarding and welfare requirements.

The ongoing evaluation of the educational programmes, along with the setting's action plans and cohort reviewing, ensures that the planning and assessment of each child's progress is monitored consistently. Regular team meetings and discussions strengthen the staff team who show a commitment to the children in their care. The provider demonstrates a good understanding of their responsibilities to meet the learning and development requirements. The partnership working with parents, the local school, children's centre and with other agencies who are involved with the children makes a strong contribution to each child's needs being met. Parents report complimentary and positive feedback about their child's experiences at the nursery and about how supportive the staff are to their family.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY258797
Local authority	Northamptonshire
Inspection number	917378
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	61
Name of provider	Avenue Nurseries Ltd
Date of previous inspection	25/05/2011
Telephone number	01536 741144

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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