

# Rhymetime Nursery

Newton Road, RUSHDEN, Northamptonshire, NN10 0HH

<b>Inspection date</b>	05/12/2013
Previous inspection date	09/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Teaching is good overall with some excellent elements. Accurate assessments of children's progress are used to plan activities that enable children to achieve rapidly given their starting points and capabilities.
- Children are cared for in a safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken, when needed, to keep children safe. Management and staff understand their role and responsibilities in relation to safeguarding and child protection.
- Management and senior staff are suitably organised to manage the nursery well. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.
- Partnership working with other providers, professionals and agencies are well established to enable staff to support individual children's needs effectively.

### It is not yet outstanding because

- Partnerships with parents are not fully effective in securing continuity of learning and progress for all children.
- There is scope to disseminate the excellent teaching skills observed throughout the nursery to all staff.

## 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 under three's house, the pre-school unit and the outdoor areas.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held meetings with the manager, house manager, pre-school manager and the early years teacher and talked with members of staff.
- The inspector looked at children's records and planning and assessment documentation.
- The inspector checked evidence of suitability and qualifications of staff, the latest self-evaluation and action plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's latest parent survey.

## Inspector

Anne Archer

## Full report

### Information about the setting

Rhymetime Day Nursery was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated on the site of Risdene Academy in Rushden, East Northamptonshire. It is one of five nurseries under the ownership of Avenue Nannies Limited. The nursery serves the local area and is accessible to all children. The nursery is spread across two buildings. The old caretaker's house is the under three's unit and the pre-school is in a more modern building in the playground. There is an enclosed area available for outdoor play for all children.

The nursery employs ten members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with Early Years Teacher Status. The nursery is open each weekday from 8am until 6pm all year round except for bank holidays. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The nursery provides funded early years 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 and consolidate support for parents as they become more involved in their children's learning
  
- cascade the excellent teaching skills, observed across the nursery, to the whole staff group.

### Inspection judgements

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

Teaching is good overall across the nursery with some excellent elements. There is scope to disseminate these excellent teaching skills to all staff so that children are supported in their learning to the highest level. For example, although speech and language is well supported across the nursery, this is not always used to the optimum because a few staff do not naturally ask open questions to challenge thinking and so extend learning. The manager and senior staff recognise that children learn through play and that they may have different learning styles. With the support of an early years teacher, they organise the environment and resources to enable children to develop independence, curiosity and the ability to explore. This is an exceptional achievement in an area where children often

do not experience early years educational play until they are eligible for early education funding.

The use of accurate assessments of children's progress is used to plan activities that enable children to achieve rapidly given their starting points and capabilities. Adult-focussed activities engage the children's interests and support their learning very well. Children also on occasions engage staff in their play. For example, pre-school children keen to repair an old computer, seek out staff help to find the correct tools to use. This engages the children over a long period and adult input ensures they learn about personal safety when using tools and about some basic aspects of computing.

Children under three years participate in a variety of activities to develop the basic skills which will support their future learning. Staff talk to the children as they experiment with the flour or the paint and some introduce new words and sounds and take time to listen to children as they respond in their own way. Children with additional needs are particularly well supported and develop trusting relationships with their support worker. Children's starting points on entry are obtained from discussions between key people and parents and by parents completing a booklet about their child. Initial learning targets are set after the child has settled. This first contact supports the child's transition from home to nursery well. However, ongoing partnerships with parents in all areas of the nursery are not fully effective in securing continuity of learning and progress for all the children. Initiatives have been introduced to support parents to better understand how to reinforce their children's learning when they are not at nursery, although, these have not yet reached all parents. Links are established with the onsite primary school, which supports children's transition when they move to the reception class. Some children then continue to attend the nursery before and after school. These links are valuable in supporting children's early school life.

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

The effective implementation of the key person system ensures children form strong emotional attachments. These support their settling-in and transitions within the nursery enabling them to become independent learners. Children display a good sense of belonging and some, particularly in the pre-school, are high in confidence and self-esteem. Children learn to co-operate and negotiate with their peers because staff implement a consistent behaviour management system that takes into account children's level of understanding and maturity. This is particularly important for children with additional needs.

Children are cared for in a safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken, when needed, to keep children safe. As children progress through the nursery they are taught more about how to keep themselves safe, such as when using real tools to fix the computer. Children experience outdoor play throughout the day. There is a good variety of toys and equipment which support their physical development, imaginations and also their understanding of the

world as they mix sand and water in the construction site activity sited in the undercover area.

Children start to learn about self-care from an early age and become independent as they move through the nursery. For example, two years olds select their snack from the serving plates placed on the table in front of them while pre-schoolers collect their own cutlery, plates and beakers in 'Mother Hubbard's Cafe' before finding a seat at the table. Children are taught how to stop the spread of germs by washing their hands at appropriate times. Their health and dietary needs are well supported by staff.

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

Management and staff understand their role and responsibilities in relation to safeguarding and child protection. Thorough recruitment practices ensure a motivated workforce that work well together. Suitability checks are undertaken on all adults working with children to ensure children are safeguarded. Induction programmes support new staff and training programmes are devised for existing staff who may be in need of a refresher or an introduction to a new approach to working with children. Regular supervision meetings, staff meetings and annual appraisals take place to further ensure staff understand their role and responsibilities. Management and senior staff are suitably organised to manage the nursery well. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.

The manager, early years teacher and other senior staff understand their responsibilities with regard to the implementation of the learning and development requirements. Teaching and learning is monitored across the nursery with role modelling and other support available to boost staff's confidence and teaching abilities. Monitoring of children's learning enables the senior staff to quickly identify individual needs so that extra teaching support is provided to close the gaps in learning.

Partnership working with other providers, professionals and agencies are well established to enable staff to support individual children's needs effectively and parents comment that they appreciate the support they receive from the current nursery staff.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY320449
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	941540
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	96
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Avenue Nannies Ltd
<b>Date of previous inspection</b>	09/07/2010
<b>Telephone number</b>	01933 411741

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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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