

Rhymes Nursery

835 Hagley Road West, Quinton, BIRMINGHAM, B32 1AD



Inspection date	19 December 2016
Previous inspection date	11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is a wide range of stimulating and challenging activities to promote children's learning at every opportunity. Children benefit from the wide range of high-quality resources which is accessible and meets children's differing interests and abilities.
- The well qualified and experienced management and staff team have an expert knowledge and understanding of the complex needs of the children attending. They provide well planned and stimulating activities for children based on the next steps in their learning. This helps to support them to gain the skills they require for their later move on to school. All children make good progress.
- Staff work well as a team. They have regular meetings, supervision and appraisals. Staff make effective links with parents. They talk to parents on a daily basis about their children's day and achievements. They invite parents to regular meetings and support them to use an electronic program to assess children's progress.
- Children develop strong relationships with their key person. Staff know the children well and they are very sensitive to children's emotional needs and well-being. Staff are very good role models and consistently reinforce rules and boundaries. This helps all children to have a clear understanding of their expectations and children learn how to be respectful towards others.

It is not yet outstanding because:

- Occasionally, the staff do not help young children to learn how to manage some aspects of their personal hygiene.
- Staff do not always work closely with other early years settings that children attend, in order to develop a consistent approach to children's learning and care.

What the setting needs to do to improve further

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

- create more opportunities to teach young children appropriate hygiene practices to encourage their good health further
- develop further systems for sharing information with other settings children attend, in order to complement learning.

Inspection activities

- The inspector viewed all areas of the nursery used by the children.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors, and assessed the quality of teaching and learning.
- The inspector spoke to the setting owners, the manager, staff, parents and children during the inspection.
- The inspector discussed self-evaluation and viewed a range of documentation, including children's records, policies and procedures, risk assessments, qualifications and training and suitability checks.

Inspector

Jennifer Tuner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children's safety is given good priority and staff are deployed well to keep children safe. Secure procedures are in place to report any concerns staff have about children's welfare and staff are vigilant to the signs and symptoms of abuse and neglect. The manager updates staff with any new developments in safeguarding practice and ensures their knowledge is robust. The management team is passionate about children and strives to achieve the best for children. The manager and her staff team reflect on all areas of the provision and evaluate the progress children make. Staff are well qualified and are supported in their ongoing professional development. They complete training to directly support those children who attend. Staff who work with babies receive training to enhance their knowledge and understanding of how to support babies' health and physical development. Parents report high levels of satisfaction with the nursery.

Quality of teaching, learning and assessment is good

Staff confidently use the observation and assessment systems in place to identify challenging next steps for each child based on their interests. They also use this information well to swiftly identify if there are any gaps in learning for individual and groups of children. Children learn about Birmingham city and create eye-catching models of landmarks in the city, such as the shopping area and tall historic buildings. Children learn about their own and other countries and cultures, such as America, Jamaica and Bangladesh, and they design artefacts and taste food from these countries. They develop their creative skills as they design steel drums, famous monuments, such as the statue of liberty and dress in cultural clothes. They spend their time busily exploring and investigating what is on offer in the sensory tray and explore vegetables, such as sprouts, parsnips and carrots. They show developing physical skills and good focus as they carefully dip brushes in paint and add real pieces from a fir tree to their Christmas pictures. Older children become fully immersed in finding hidden Christmas objects in coloured dough and are excited to see where the little elf is hiding in the room.

Personal development, behaviour and welfare are good

Children are happy, settled and confident. Younger children benefit from staff's warm interactions, which promotes and supports their emotional development. Children build good relationships with their special key person and this helps them to feel secure. Staff teach older children effectively about their responsibilities and support their independence. Tidy-up routines are firmly established and children know what to do in an emergency.

Outcomes for children are good

All children, including those in receipt of funding and children who have special educational needs or disabilities, make good progress. They learn how to make friendships and show an awareness of their own needs and those of others. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school.

Setting details

Unique reference number	EY451952
Local authority	Birmingham
Inspection number	1066218
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	51
Number of children on roll	100
Name of registered person	Rhymes Nursery Limited
Registered person unique reference number	RP518313
Date of previous inspection	11 March 2013
Telephone number	0121 422 3063

Rhymes Nursery was registered in 2012. The nursery operates all year round and is open on Monday to Friday, from 7.30am until 6pm. The nursery employs 18 members of childcare staff. All staff hold appropriate early years qualifications from level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 assesses 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 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

