

Rhymetime Rushden

95-97 Newton Road, Rushden, Northamptonshire, NN10 0HH



Inspection date

25 August 2017

Previous inspection date

5 December 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

- Staff provide a well organised learning environment of high quality, which simulates children's interests and allows them to make choices in their play.
- Children form secure attachments with their key person and develop good levels of confidence and self-esteem. Well planned settling-in sessions help to reassure children and help them to feel comfortable when they first start, and as they move through the nursery.
- Children's behaviour is managed well. Staff support children to develop positive attitudes towards others. They act as positive role models and relate to children in a calm and sensitive manner. Staff praise children and provide them with clear and consistent messages to help them to manage their feelings.
- Children's communication and language skills are supported well. Staff routinely repeat words back to babies and talk about what they are doing. Staff engage older children in conversation and encourage them to express their thoughts and ideas.
- Staff work closely with parents and other professionals to meet children's individual needs. Parents are kept well informed about their child's progress through daily conversations and written reports. Additional educational funding is effectively used to improve opportunities for individual children and close any gaps in their learning.
- Managers monitor the learning of different groups of children and use this to inform training and provide a good-quality provision for children.

It is not yet outstanding because:

- Occasionally, younger children are not given enough time to think about and respond to questions that staff ask.

What the setting needs to do to improve further

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

- enhance the teaching skills of staff in the toddler room to encourage children's thinking and allow children time to respond to questions and formulate their answers.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager and nominated person. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know what to do if they have any concerns about a child's safety or welfare. They undertake regular training to update and refresh their knowledge. Staff promote children's safety well. They routinely check all areas are clean, free from hazards and ensure children are well supervised. Good recruitment and induction procedures help to ensure that adults working with the children are suitable. Effective systems are in place for supervision and the monitoring of staff's practice. This includes peer observations and a programme of professional development to help staff to improve their knowledge, understanding and practice. Senior management have an accurate view of the nursery's strengths. For example, they obtain regular feedback from parents, staff and children and clear plans are in place for further development.

Quality of teaching, learning and assessment is good

The quality of teaching is good and in some instances, outstanding. The well-qualified staff team has a strong knowledge of how children learn and develop. They use their detailed observations of children to plan activities that they enjoy and that successfully capture their interests. For example, children decide to build a space ship and staff encourage them to think what materials they will need. Children develop good mathematical understanding and count spontaneously as they play. When building the space ship, staff encourage the children to name the different shaped blocks. Children excitably count backwards from 10, as they pretend the space ship is taking off. Staff provide children with opportunities to learn about the natural world. For example, children explore a wide range of real vegetables as they pretend to cook dinner in the outside kitchen.

Personal development, behaviour and welfare are good

Children benefit from spending time outside in the exciting outdoor area. Older children enjoy riding on wheeled toys and negotiating their way skilfully around a track. They experiment by pouring water into tubes using funnels and watering cans. Younger children notice sounds in the environment, for example, they tell staff that they are going on holiday when they hear an aeroplane fly over. Children manage their personal needs well and eat a range of healthy snacks and nutritious pack lunches. Children build on their independence, for example, they are keen to help staff clean up when they have spilt something. Staff teach children about keeping themselves safe and help them to assess risks for themselves. For example, staff question what might happen when the children build their blocks too high.

Outcomes for children are good

Children are motivated learners who quickly develop the skills they need for their future learning and their eventual move on to school. Babies develop good physical skills as they crawl, climb and explore. Older children gain confidence in their literacy skills as they learn to recognise and write their names.

Setting details

Unique reference number	EY320449
Local authority	Northamptonshire
Inspection number	1064830
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	96
Number of children on roll	79
Name of registered person	Avenue Nannies Limited
Registered person unique reference number	RP910487
Date of previous inspection	5 December 2013
Telephone number	01933 411741

Rhymetime Day Nursery registered in 2005. The nursery employs nine members of childcare staff. Of these, one holds early years teacher status, four hold appropriate early years qualifications at level 3, and one at level 2. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early years education for two-, three and four-year-old children.

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