

# Rhymetime Kettering

Millbrook Infant School, Churchill Way, KETTERING, Northamptonshire, NN15 5BZ



<b>Inspection date</b>	3 January 2018
Previous inspection date	3 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about children's needs and achievements. Staff give parents good ideas to support learning at home.
- The quality of teaching is good. The well-qualified staff team is knowledgeable about children's individual development. Children are happy and make good progress in their learning.
- Leadership and management systems for monitoring the quality of the provision are very effective. Staff receive good support from senior managers to build on their good practice.
- Children enjoy playing with a wide variety of good-quality toys and materials. Activities are carefully planned around their needs and interests. Children explore freely and develop their imagination.
- Staff are very effective at supporting children's understanding of how to behave. They are positive role models. Staff set clear boundaries so that children know what is expected of them.

### It is not yet outstanding because:

- Occasionally, staff working with younger children do not fully support them to pronounce words correctly.
- Sometimes, staff do not successfully engage all children in activities to continually encourage their motivation and extend their learning.

## What the setting needs to do to improve further

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

- enhance teaching skills that help children to use the correct pronunciation of words and further support their good speaking skills
- develop further ways to draw all children into the activities and experiences provided, to continually encourage their motivation and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and provider.
- The inspector looked at relevant documentation and evidence of the suitability of staff working with children.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of their role in protecting children from abuse and neglect, and know the procedure to follow if they are concerned about a child. Recruitment, selection and vetting procedures for staff meet requirements. The manager offers staff regular opportunities to discuss individual children, to help ensure any gaps in learning are swiftly identified. Staff have good opportunities to learn from each other and improve their professional practice. As a result, staff are actively involved in improving standards. Regular observations and supervision meetings help the manager to assess the quality of teaching. This supports her to review the impact that training is having on improving the learning experiences of children. Accurate monitoring of children's progress routinely takes place. This helps staff to understand the individual needs of each child and to plan for their next steps in learning.

### Quality of teaching, learning and assessment is good

The environment is set out well and provides children with activities that cover all areas of learning. Staff use good-quality observations and accurate assessments of children to plan appropriate learning experiences. Mathematics is given a high priority. Staff provide many opportunities for children to investigate capacity, shapes, size and measurement during play. They offer good-quality resources to encourage children to explore and solve problems. Language development is good overall. Staff skilfully question children and introduce new vocabulary during their play. Babies and toddlers actively use their senses to explore. For example, they smell herbs and talk about different textures on vegetables. Children receive lots of praise to help boost their confidence.

### Personal development, behaviour and welfare are good

The nursery is warm, welcoming and friendly, and children of all ages quickly settle into the routine of the day. Children are confident to approach staff, climbing onto their lap for stories and asking for items they want. Babies are cared for very well in a relaxed and calm atmosphere. Staff follow their individual routines and quickly recognise their needs. Children eat healthy snacks and lunches and have regular access to fresh air. They have a good understanding of the importance of washing their hands before eating. Staff help them to develop a healthy lifestyle. Children learn to respect different cultures, and similarities and differences in others.

### Outcomes for children are good

All children make good progress and develop a wide range of skills. They are confident and eager to learn. Babies and young children freely access resources and different play areas. They develop good physical skills, with support and encouragement from staff. Older children have a good knowledge of mathematics and literacy. They are confident at counting and recognising patterns and shapes. They listen attentively and use pictures as prompts, to demonstrate their understanding as they recall a story in detail. Children learn to be independent and are well prepared when the time comes to start school.

## Setting details

<b>Unique reference number</b>	EY361913
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1102089
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Avenue Nannies Limited
<b>Registered person unique reference number</b>	RP910487
<b>Date of previous inspection</b>	3 January 2014
<b>Telephone number</b>	01536 511184

Rhymetime Kettering registered in 2007. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 6, including one member of staff with early years professional status and one with early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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