

Nursery Rhymes

Inspection report for early years provision

Unique Reference Number	EY360864
Inspection date	02 June 2008
Inspector	Coral Hales
Setting Address	Mill Rythe Junior & Infant School, Havant Road, HAYLING ISLAND, Hampshire, PO11 0PA
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Registered person	Nursery Rhymes (H.I.) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Mill Rythe Pre-school and Nursery registered in 2007. It operates from a purpose-built modular building within the grounds of the infant and junior school. A maximum of 34 children may attend the nursery at any one time. Within their agreed numbers, the nursery also operate a breakfast club from 08.00 to 08.45 and an after school club from 15.30 to 18.00 for older children who attend the local schools. Both operate in school term times only. The nursery is open each weekday from 08:00 to 18:00 hours for 50 weeks of the year. All children have access to a fully enclosed garden for outdoor play.

There are currently 81 children, aged from six months to under eight years, on roll. Of these, 17 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and those for whom English is a second language. The setting has close links with the infant and junior school.

The nursery employs six members of staff. All have appropriate early years qualifications and two continue to train towards higher qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing satisfactory hygiene practices and are encouraged and reminded to wash their hands regularly. However, this is not always well supervised and the younger children can lack direction to help them to develop their self-help skills. Some younger children were noted not to have had their hands wiped before meals. Older children are independent and visit the toilet as and when necessary. They are aware of the need to wash their hands and have some understanding of a healthy lifestyle. Children's health is promoted because parental consent to seek emergency medical advice and treatment is maintained. Staff follow current health and hygiene guidelines. Children's welfare is promoted because staff can respond to accidents appropriately as current first aid certificates are held and parents are aware of the nursery's policies and procedures.

Children begin to have some understanding of a healthy diet, but opportunities to develop this knowledge are limited. They are provided with nutritious snacks of fruit and enjoy raisins during the inspection. Drinks are provided and children can help themselves to water at most times during the session. Most children are provided with meals by the parents and this ensures their dietary needs are met and parental wishes followed. Other children have opportunities to try cooked lunches provided by the school. The routines at lunch time leave little time for the staff to talk to children about different foods or to encourage simple skills, such as supporting the children as they learn to use cutlery. Children do have some involvement and put rubbish in bins and plates in a bowl, however, they then wander from the table whilst others are eating. This sometimes impacts on others who then join them and have to be reminded to finish eating or to put their lunchboxes away. Babies join the children for lunch and this is a social occasion. However, those able to attempt to feed themselves do not always have the time or opportunity to develop their skills. Children attending the breakfast club and out of school club have opportunities to enjoy chosen snacks, most of which are provided by parents.

Children have ample opportunities to take part in a good range of activities indoors and use the well-resourced outdoor area on a free-flow system which allows them to choose when to go out. For example, outside they play happily on the wooden train, which encourages balance and imagination. They use balls and bean bags, build with construction sets, paint, play in the sand, draw, and run around and enjoy themselves in the fresh air. Babies use the garden regularly and in their area have ample opportunities to develop skills and attempt to crawl, stand and walk. They show pleasure when they manage a new task.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in welcoming and generally secure and well maintained premises where most hazards have been identified and minimised. Risk assessments have been completed and continue to be developed as a working document. There are suitable procedures for the safe arrival of children. All visitors are admitted after ringing the bell and a visitor book is well maintained. Children are protected and suitable fire safety procedures are in place and these are regularly practised and recorded.

Children are able to choose from a good range of toys and resources that are kept around the room. These are clean, well-maintained and are sufficient for the children attending. Some

equipment that could create a hazard is, however, accessible to children and the younger ones are able to put these small items in their mouths. Resources for the out of school children are safely stored on higher shelves ready for them to select at the end of the day. These children are aware of the need to keep small items away from any young children still present. Children have limited opportunities to understand the need to tidy up before a new activity to develop their awareness of everyday safety in the setting.

Children's welfare is promoted and safeguarded because staff have a good understanding of their responsibilities to the children in their care. Staff have attended advanced child protection training to ensure they are well informed. Documentation is in place to inform parents and a poster is displayed should they have any concerns to report.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies are happy and settled with known caring adults and keep their individual home routines for as long as parents wish, which helps them to feel secure. Suitable planning is in place to develop their learning and development and suitable resources are provided for them which they very much enjoy using. They play with interactive musical toys, build with bricks and enjoy using the pig hand puppet. Parents are kept well informed through both verbal contact and written daily notes and assessment records. The setting is open plan and the babies enjoy watching the other children play and the contact with the other staff.

Children are happy, settled and enjoy coming to the nursery. The children between two and three join with the older ones. They can, however, become a little lost as they do not always understand what is expected of them. When staff interact with them they achieve well, but if they are not supported they do not complete the task. Free access to the resources helps to develop their independence but sometimes impacts on their learning as they can wander from one activity to another without settling to play. Children enjoy taking part in role play and love to play in the garden. They behave generally well and begin to understand about turn taking and sharing. Children attending the breakfast club and after school club are able to choose what they would like to do before or after a busy day at school.

Nursery Education

The quality of teaching and learning is satisfactory. At times when routines and time allow it is good, and on these occasions staff have time to extend children's learning and help them to stay focused on an activity. However, this is not consistent and some activities lack focus and children are not always sufficiently challenged to achieve their potential. Regular daily routines can impact on their learning.

Staff support the children well. However, as the children free flow into and out of the garden, they are busy supervising and also attending to the younger children's needs. Relationships with the children are good. Staff know the children well and are interested in what they have to say. They encourage children to develop their own ideas and join in with their play as needed. The staff in the pre-school have a good understanding of the Foundation Stage and use this knowledge well to develop plans that support and develop children's learning. These plans cover all areas of learning and are regularly reviewed to ensure children have opportunities to develop their knowledge and make good progress. The organisation of the nursery enables children to choose which activities to join or resources to play with. However, if not supported or motivated, the planned learning outcome is not achieved.

The key worker system ensures that one member of staff effectively takes a special interest in the development, welfare and progress of a group of children. Staff complete short observations on the children; these are informative and are added to children's records. They are up-to-date and effectively identify the child's next steps in their learning. These are regularly shared with parents, who also receive written reports which allow them to add comments if they wish. Effective systems are in place to ensure that the educational curriculum meets children's needs.

Staff are deployed to supervise the children appropriately. There is a good ratio of staff to children and all staff have appropriate early years qualifications. Most staff use open-ended questions and when children are supported in activities they are enthusiastic and interested learners.

Children show interest and curiosity in their play and some display good levels of concentration. For example, one child plays happily with the garage and cars, chatting to himself about what he is doing and uses his imagination well. Children learn to share and take turns during activities, for example, in the garden they are aware that they must share the scooters and allow others to have a turn. The children are enabled to develop good levels of independence as most equipment is set out and stored within their reach to allow them free access to develop their own ideas. Well planned and interesting activities are planned, but these are not always fully completed and the focus lost when the activity is interrupted.

Children speak with confidence and initiate conversations with adults about issues that interest them or to share news. For example, after lunch a child runs in and excitedly tells all the adults about his new baby kitten called Tallulah. In small groups children listen with interest to stories, eagerly joining in with their own ideas and thoughts. They have opportunities to make marks for a purpose and several walk around the nursery with a clipboard making notes and sharing these with others. In the role play area they show increasing level of imagination as they act out the role of the travel agent or doctor. During focused activities they cut out, stick and create ice cream cones, attempt simple computer programs, and make different models with the play dough. They begin to learn about the community through planned topics, for example, people who help us, and as they make displays and models depicting their local area. Children have opportunities to experience a range of festivals within their own and the wider community, for example, Chinese New Year and Easter. They learn about and begin to understand special days, for example, their birthdays and Father's Day. Children build using their imagination, for example, with the train set and construction pieces, and handle tools, such as scissors, glue sticks, a variety of different sized paintbrushes and pens and pencils. This helps to develop and refine their small hand skills.

Helping children make a positive contribution

The provision is good.

Children begin to value themselves and respect others as they play together, with the older ones supporting the younger and less able children. They separate happily from their parents and are secure and confident within the familiar environment. Children's individual needs are discussed in detail with the special educational needs coordinator (SENCO). This ensures that they can be fully included into nursery life and are enabled to make good progress. The SENCO liaises with the area inclusion officer and other agencies to ensure all support is in place. She is experienced in her role and has attended required training. Children who speak English as an additional language are well supported and a suitable range of resources promote positive images of diversity. For example, role play outfits, books and figures help children to begin to understand the needs of others. Good staffing levels during quieter times of the day allow time

for children to benefit from some one-to-one care. Children's spiritual, moral, social and cultural development is fostered. Parents appreciate the approachability of the staff and are happy to discuss their child. They are provided with a brochure detailing the nursery provision, including policies and procedures, and written contracts and consents are maintained. Parents are aware of the key member of staff with special responsibility for their child and regularly share information to support their learning. Written daily information sheets are sent out to all parents of the children aged under two years. The setting has a complaints procedure and facilities to record complaints and a poster is displayed to inform parents if they wish to discuss any concerns.

Children behave well. They respond well to the calm manner in which staff deal with issues, for example, staff quietly reinforce simple rules and boundaries and use age appropriate methods to resolve any conflict.

The partnership with parents and carers of children in receipt of funded nursery education is good. Children benefit from the development of good relationships with parents through the exchange of clear detailed information at the start of a child's time at the nursery which continues throughout their time there. For example, parents are given a selection of information relating to the Foundation Stage curriculum and the areas of learning are displayed on the wall. Photographs are kept for them to view and these show activities completed by the children. Regular newsletters and displayed plans reinforce the verbal information given by staff and allows parents to support their child's learning at home. Comprehensive records of children's achievements are linked to the stepping stones and show their progress clearly. Written reports keep parents well informed.

Organisation

The organisation is satisfactory.

Children are happy and settled in the nursery and are cared for in a generally organised environment. They have many opportunities to interact with staff who offer support and encouragement. Staff are clear about their roles and responsibilities within the nursery and they work together well as a team. A good selection of resources is available and these are generally well presented to promote children's interest in learning.

The organisation of the session does not work effectively at all times of the day, for example, at lunch time, and therefore children's needs are not fully met. The free flow system in use and the open plan environment can impact on staff's time. At times children become distracted and wander from activity to activity without settling to a task. Children have little time to talk and discuss issues with others as a group and to have their learning extended.

Policies and procedures are established to ensure appropriate measures are in place to maintain children's welfare and care. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management is good. The owner/managers have clear aims for the nursery and are developing a good team of staff. All staff have early years qualifications relevant to their role and ratios of staff to children are good. The management team is proactive in ensuring that staff practices contribute positively to children's health, safety, enjoyment and achievement. There are clear recruitment and induction procedures and new staff are well supported by other members of the team to help them to settle to nursery routine. This ensures that all staff are appropriately qualified, experienced and suitable to have regular contact with young children. Formal review systems are in place and appraisals are completed annually. Children benefit

from the management team's commitment to staff training and all are currently attending Early Years Foundation Stage training. This contributes well to maintaining and enhancing the standard of care and nursery education provided.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a written record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop meal time routines to develop children's understanding of a healthy diet and lifestyle
- ensure that suitable and safe equipment is provided for the younger children to maintain their safety
- review the planning of the session to ensure all children's needs are met with particular reference to lunchtimes

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that all activities for the children interest and meet their needs and that planned outcomes are achieved. Provide opportunities that allow the children to remain focused and engaged and to have time for their learning to be extended.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk