

# Rhymes Nursery 2

Inspection report for early years provision

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**Unique reference number** EY303065  
**Inspection date** 10/11/2008  
**Inspector** Moira Oliver

**Setting address** Twelve Acre Approach, Kesgrave, Ipswich, Suffolk, IP5 1JF

**Telephone number** 01473 631711

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Joe Limited, trading as Rhymes Nursery Kesgrave, was registered in 2005 and operates from a purpose built building in Kesgrave near Ipswich, Suffolk. The nursery is registered to care for a maximum of 47 children at any one time. It is open each weekday from 07:30 until 18:00, 51 weeks per year, excluding bank holidays. There is level access to the nursery and all the children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are currently 95 children aged from birth to four years on role and the nursery is in receipt of funding for nursery education.

The nursery employs 19 staff including a cleaner, a house keeper and a cook who has an appropriate qualification. Of the 16 staff who work directly with the children, 13 are qualified to at least Level 2 and the manager holds a Level 4 qualification. Three members of staff are currently working towards a further qualification. The nursery receives support from Early Years Consultants from the local authority.

## Overall effectiveness of the early years provision

The nursery provides very effectively for children in the Early Years Foundation stage. The environment is carefully created to provide a welcoming, safe and stimulating place where children have fun as they learn through play both indoors and out. Due to the successful implementation of a key person system, the staff know the children very well and they are treated as individuals. They work well alongside parents to provide consistent and inclusive practice. The setting has some systems in place to ensure that staff have the opportunities to reflect on their practice, evaluating and monitoring, always working to improve their quality practice further.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the range of resources in the toddler room to provide additional stimulating play experiences
- further develop links with other settings providing for the children in the Early Years Foundation Stage
- review the behaviour management policy and practice with regard to 'time out' to ensure a positive learning experience for all children
- ensure that in addition to conducting a formal risk assessment, the environment is constantly reappraised to ensure the children's safety at all times, this refers to checking the outdoor area before use and respecting the

children's privacy in the toilets.

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

The staff work as a well-motivated team under the guidance of a manager who is committed to providing high quality care and education for all children. For example, staff development is valued and team meetings are used successfully to discuss and share good practice and to develop the staff's observation skills.

Robust recruitment and vetting procedures ensure that children are cared for by suitable, well qualified staff. Ratios are adhered to and children are supervised at all times. Staff are aware of their roles and responsibilities in safeguarding children and are able to put procedures into practice when necessary to ensure the safety of the children. Clear policies and procedures are in place to guide staff and inform parents including thorough risk assessments which are carried out yearly and reviewed regularly. Daily informal, visual checks are carried out by staff, however, they do not always check the outdoor area before taking the children outside, potentially exposing children to possible hazards.

Monitoring and evaluation is ongoing and the manager is aware of the strengths of the setting and the areas that need developing. Strong leadership and a positive role model enables the staff to reflect and evaluate their practice as they work together to meet the individual needs of all children. All recommendations from the last inspection have been addressed and children benefit from the staff's ability to use child observations to plan the next steps for the children. The staff have built close relationships with the parents and families of the children. Parents provide detailed information about their child enabling the staff to care for the children and plan effectively for their individual needs. Developmental milestones are shared and 'Wow' boards are used to encourage parents to share their children's achievements and interests with the staff. Links with the local school and nursery are good. However, there are not yet systems in place to share individual children's information, such as their interests and achievements, with other settings which the children attend.

## **The quality and standards of the early years provision**

All children and their families are welcomed. Staff work in partnership with parents to ensure children's own cultures and languages are recognised and valued. The key person system ensures staff work closely with parents and know the individual children well, planning effectively to meet their needs. For example, when a parent shared information about their child's favourite book the member of staff used the book at nursery. They developed the story by using puppets and there are plans to extend it further using the outdoor environment with puddle splashing activities. Staff make regular observations of children's play, identifying their interests and providing activities to extend them. For example, when a child enjoyed pretend washing-up in the role-play area, staff use the opportunity to extend this interest and provide a bowl of water with items to wash up.

Older children enjoy a range of exciting, stimulating activities and for much of the day have free access to the covered and uncovered outdoor area. Children have fun as they dig in the soil and sweep up the puddles. They delight as they stand in the rain and wind, feeling it on their faces. There is a good balance between child-led and adult-led activities and children can access the resources and equipment from well-labelled storage units. However, the resources in the toddler room are limited, for example, the role-play area is not well equipped or inviting.

Children throughout the nursery are happy, confident and outgoing. They build close relationships with the staff, their key person and their peers. Their independent and personal skills are developing through activities such as 'rolling snack' and putting on their boots and coats before going outdoors. Rolling snack is adapted in the baby room so that all mobile babies can access independently. They set out a blanket and the babies enjoy eating 'picnic style'. Children enjoy stories in small groups or individually from a young age and place mats provide opportunities for them to recognise their own names. There are numerous opportunities for children to mark-make, both indoors and out, and they enjoy making patterns in the sand. Number rhymes introduce children to counting activities and some of the older children can work out how many cups are needed on their table at meal times as their numeracy skills develop. Children are creative and enjoy role-play activities as they dress-up and shop in the outdoor shop. They explore the weather and the seasons as they clear the leaves and use them to make pictures. Climbing frames, tunnels, and ride-on toys provide excellent opportunities for children to develop their physical skills and trolleys and pushchairs and appropriate furniture provide babies with opportunities to pull themselves up and to begin walking.

The setting provides a relaxed, calming and environment where children are valued and behave well. They understand what is expected of them and staff use some appropriate strategies to promote positive behaviour. However, the use of 'time-out' does not support the children to manage their own behaviour and is not a positive learning experience.

Children learn to keep themselves healthy through routine activities of personal hygiene and outdoor exercise. All areas are clean and well maintained which minimises cross-infection. Older children manage their self-help skills well and use the toilets independently, however, their privacy is not respected as the cubicles are open and can be seen by parents and staff outside the toilet area. Children receive healthy, balanced and nutritious meals and snacks which are stored and cooked appropriately ensuring risks are limited. Their dietary needs are met very well as the staff work with the parents and ensure all staff are informed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.