

Rhymes Nursery

Inspection report for early years provision

Unique reference number	EY303072
Inspection date	13/02/2009
Inspector	Deirdra Keating

Setting address	Rhymes Nursery, 2 Hawker Drive, Martlesham Heath, Ipswich, Suffolk, IP5 3RQ
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Telephone number	01473 611881
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Email	
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Type of setting	Childcare on non-domestic premises
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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).

Description of the setting

Rhymes Nursery is one of five nurseries run by Little Joe Ltd. It opened in 1993 and operates from a large converted building. Children have access to an enclosed outdoor play area. The nursery is situated on an industrial estate in Martlesham Heath, Ipswich. It is open each weekday from 7:30 to 18:00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 44 children may attend the nursery at any one time. There are currently 65 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and children with English as an additional language.

There are 12 members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well-developed knowledge of each child's individual needs ensures all children have the opportunity to be independent and active learners. Sensitive, caring staff have developed trusting relationships with children and are deployed well to support their welfare and learning. Individual needs are carefully respected and met using information from parents which promotes a fully inclusive environment. Effective and practical systems are in place to ensure regular communication between the setting and other provisions. The manager and staff have effectively evaluated all areas of the provision identifying specific areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that procedures are in place to consistently record all required information for each child
- review the flooring and cleaning processes to ensure that carpets are clean and hygienic.

The leadership and management of the early years provision

Recent improvements have had a positive impact on outcomes for children and the systems in place to effectively monitor the provision are very good. Over the last year the setting has added all-weather surfacing outside and plans to obtain canopies to extend the use of the outdoor play areas in all weathers. Future plans are targeted well to bring about further improvement. Parents are consulted and

their views valued, for example, they have asked for more information at pick-up time when the child's key person is not always available. Pockets to store and collect information and a 'wow' board have since been introduced, developing communication systems to ensure children's individual needs are shared at both ends of the day. Information regarding children's achievements are shared through discussions with key person staff who provide open-evenings where children's written records are proactively shared with parents and carers. Staff value parental information and parents are asked what their children can do when they attend and fill in 'a little book of me' giving staff an indication of their abilities and starting points. Parents are very happy with the provision and speak highly of the positive impact on their children's learning and development.

Children are protected from harm by a robust recruitment system and staff who have clear knowledge of safeguarding procedures underpinned by attending training. The effective use of written consents and recording of information ensures children's safety and well-being, however, this system does not consistently work well and requires further consideration to ensure that documentation for new admissions is checked carefully.

The setting has good systems in place to communicate with other local provisions that children attend to provide continuity of care for children and uses transition books in partnership with parents and other providers. The setting has also established links with outside professionals who support children with additional needs. This enables all children to progress in relation to their capabilities and starting points and promotes a fully inclusive environment.

The quality and standards of the early years provision

Children are provided with many opportunities to progress across all areas of learning and development. They thrive in the exciting learning environment, which has defined areas for different types of activities and adjoining outdoor areas to each room. There is a wide array of colourful equipment that is displayed to look appealing and inviting and enables children to have choice and independent access. Consequently, children are extremely interested and motivated to learn as they participate in activities which give them concrete experiences. They are supported extremely well by staff who have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and are very confident in supporting children to learn and develop. Good quality planning and organisation ensures that every child enjoys and is challenged by the learning experiences provided for them. Key person staff make observations of children at play and during routine times and these are used to inform future planning for individual children, tailoring experiences and activities to enable children to continue to progress.

Children are confident and spontaneous; they develop positive attitudes towards learning and follow the good examples set by staff. Children's creativity emerges as they become absorbed in action and explorations of their own ideas, which they express through dance using music and costumes. Children are able to sustain long periods of uninterrupted play where they participate with extremely high levels of involvement. They wash dolls and use dog leads to walk soft toys

developing their spoken language as they clarify and order events with one another. Children can explore a wide range of tactile and sensory materials which they are able to freely experiment with. Staff are closely on hand to ensure children play safely and consistently uphold ground rules. Children are encouraged to respect one another and the environment; they help tidy away to music and prepare for lunch and snack. They develop many new skills as they peel fruit and pour drinks for one another. Meal times provide a relaxed, social occasion and are a key strength of the setting. Freshly prepared hot meals are cooked on the premises by the dynamic and innovative cook. These are balanced and nutritious and are made from fresh seasonal ingredients. Children eagerly anticipate what will be for lunch as the aroma of cooking food floats around the building. All staff have attended food safety training and prepare food using good hygienic procedures. The environment is warm, welcoming and generally clean, however, some of the carpeted areas are not hygienic as staff do not remove outdoor shoes.

Children are making excellent progress to develop the skills to help them achieve in later life and treat one another respectfully and considerately. Children's additional needs are sensitively met by good support which is tailored to their individual requirements and proactively shared with their parents.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1
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

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

There have been no complaints made to Ofsted since registration or the last inspection.

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.