

Rhymes Nursery (Dudley)

Inspection report for early years provision

Unique reference number EY382012
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Inspector Jasvinder Kaur

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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

Rhymes Nursery registered in 2008. It operates from a converted building in Dudley, West Midlands. They have use of five rooms and an enclosed outdoor play area. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. There is also a provision for wheelchair access.

The setting is registered to care for a maximum of 40 children aged from six weeks to under eight years at any one time. There are currently 15 children attending who are within the Early Years Foundation Stage (EYFS), some of whom attend on a part-time basis. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting operates Monday to Friday, 07.30 to 18.00, all year round. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are five members of staff working directly with the children, four of whom hold relevant childcare and education qualifications to level 2 or 3. One staff member is currently working towards a level 2 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Generally, the children are provided for effectively in most aspects of the Early Years Foundation Stage (EYFS). Most children settle well and are engaged in play which interests and stimulates them. Consequently, children make progress in most areas of learning, given age, ability and starting point. Inclusive practice is provided for those children who attend taking account of individual needs and backgrounds. Children benefit from the setting's positive partnership with parents and carers and other professionals from the local authority.

What steps need to be taken to improve provision further?

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

- improve the procedure for keeping records of observation and assessment of children and use the information gathered effectively to identify their individual learning needs and plan next steps in their developmental progress
- ensure activities are evaluated to identify strengths and possible improvements in line with the Early Years Foundation Stage requirements
- ensure the named deputy is given full information and guidance on her role and responsibilities.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure hours of attendance of children are always recorded (Documentation) (also applies to the voluntary and compulsory parts of the Register).

16/03/2009

The leadership and management of the early years provision

The provider is committed to increasing staff's knowledge and skills. All staff have recently undertaken first aid training. Some have attended a workshop on the Early Years Foundation Stage and basic food hygiene, and some are currently working towards appropriate qualifications in childcare. There is a good security system in place for the premises. A thorough risk assessment and daily safety checks are carried out in all areas to eliminate risks. All staff are well aware of health and safety regulations through induction and well documented policies. Systems to monitor continuous improvement and self-evaluation ensure that most improvements are made where necessary. Recent examples are updating the policies and procedures and providing a wide selection of age-appropriate resources to meet children's needs.

Staff work together well and share ideas to cover the six areas of learning and to provide a caring environment for the children. However, communication is not always effective. For instance, the named deputy is not fully aware of her role and responsibilities. The system of observation and assessment of children is not fully effective as it does not sufficiently target the needs of individual children towards next steps in their learning. The premises are made very welcoming to children, with a wealth of displays of their own art work and colourful posters in all playrooms. A wide selection of resources is available depicting positive images of diversity to help children to understand and respect the values of others. The manager and most staff are experienced and trained in respect of working with special needs children. Association with other professionals allow staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well promoted to help all children achieve their potential. Staff establish positive relationships with parents and carers and recognise their contribution as partners in their children's care and wellbeing. Regular newsletters keep parents informed of changes and events within the setting. Good opportunities are provided to discuss children's progress and to seek parents' and carers' views on their children's progress.

Children's welfare and care are promoted appropriately. All required policies and procedures including the complaint procedure and most records concerning children are suitably maintained and readily available for inspection. However, children's hours of attendance are not always completed which compromises their safety. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks and therefore suitable to work with children. Staff have a sound understanding of safeguarding children and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board.

The quality and standards of the early years provision

Children are provided with satisfactory opportunities to help them make adequate progress across most areas of learning and development. An appropriate key person system ensures that babies and older children become familiar with the provision and feel confident and safe. New children who speak English as an additional language are quiet, though appear to be secure and join in group games with confidence. Babies receive positive interaction from staff, who spend time talking to them, as well as holding and playing with them. One-to-one attention and eye contact helps to promote their wellbeing. Babies explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills. Decorative mobiles, creative displays of art work and mirrors provide a range of visual stimulations for them to watch.

The staff have a satisfactory knowledge and understanding of the EYFS. The planning incorporates most aspects to promote children's learning, although activities are not always evaluated to identify strengths and to make possible improvements. Number games, good visual aids and appropriate opportunities to count toys and everyday objects help children to develop their numeracy skills. Most children extend their vocabulary by sharing their thoughts and experiences, and asking and answering questions from staff and peers. Some opportunities are provided for making marks and writing. Daily access to outdoor play and the use of physical play equipment promote children's physical development. Children develop their creative talents, as they use a suitable range of art and craft materials to create their own work alongside more structured art activities for the purposes of themed pieces or a wall display. Topic activities about underwater life and farm and safari animals teach children about the natural world and differences in species. Sufficient opportunities are provided to support children's knowledge about the environment, as they grow parsley, discuss how ribbons blow in the wind and watch objects floating in water. A suitable range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. They learn to show care and concern for others through role play and group games. They gain knowledge of how to keep themselves safe via practical daily routines and the staff's guidance. Meal times are relaxed and social occasions. Children enjoy freshly cooked, healthy and nutritious meals on most days of the week and fresh fruits at snack times on a daily basis. Drinking water is readily accessible for all children throughout the day.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
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?	3

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 B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 16/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 16/03/2009

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 the registration.

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.