

# Rhymes at Beacon Hill Out of School

Inspection report for early years provision

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**Unique reference number** EY321275  
**Inspection date** 15/06/2009  
**Inspector** Cheryl Thompson

**Setting address** Martlesham Beacon Hill Primary School, Black Tiles Lane,  
Martlesham, WOODBRIDGE, Suffolk, IP12 4SS

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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 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 at Beacon Hill Primary School operates from premises within the grounds of Beacon Hill Primary School, Martlesham near Woodbridge. It provides a pre-school, a breakfast club, an afterschool club and holiday club. All of these settings can support children for whom English is an additional language or those who have learning difficulties and/or disabilities. Facilities within the premises are suitable for those with disabilities; however, three steps to gain access to the premises may cause difficulty for wheelchair users.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are different management and staff for each of the settings but they share the same premises. The pre-school can take 22 children and currently has 14 children on roll aged two to five years. It is open from 09.15 to 12.15 each weekday morning, term time only. This session includes a cooked lunch. The breakfast and after-school clubs may care for no more than 23 children at one time and currently have 40 children on roll aged from four to just under 11 years. The breakfast club is open each morning in term time from 07.30 to 09.00 and caters for children from the on-site primary school. The after-school club is open 15.30 to 18.00 during term time and caters for children from six different primary schools. The holiday club is open from 08.00 to 18.00 each day in the school holidays and caters for primary school age children. The provider employs three staff for the pre-school all of whom have appropriate qualifications. The breakfast and after school clubs employ four appropriately qualified staff and the holiday club, two qualified staff. The setting has use of the secure outside areas within the school grounds. There are links with other early years settings which are owned by the same company, Little Joe Ltd.

## Overall effectiveness of the early years provision

Overall provision at Rhymes at Beacon Hill is good. It meets the needs of the Early Years children well. There is good capacity for further improvement because the leadership and management teams have high aspirations and a clear picture of what needs to improve. Well trained members of staff are successful in promoting all aspects of children's welfare and learning, particularly in making sure all children are included in all the setting offers.

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

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

- improve the knowledge of staff in relation to how they can support the development of children's early literacy and numeracy skills
- improve links further with the primary school so that transition periods for children are even smoother.

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

The effective leadership ensures that members of staff work successfully together as a team. As a result, children's learning and well-being are promoted well. Links with parents and carers are good; there are many informal, yet effective, opportunities for parents to discuss their child's accomplishments. Links with the primary school are developing and are good in terms of sharing the use of the outside areas and the use of the school library for borrowing books and story times. However, the pre-school leader and school are rightly keen to liaise even more closely; in particular to ensure that the transition periods for children are even smoother than at present. Through good leadership, the process for self-evaluation is developing well. Although formal records are not kept, the system used is already thorough enough to give staff a clear picture of strengths and areas to develop further. Staff have accurately identified that they need to know more about how the school teaches early literacy and numeracy skills so that they can ensure that these areas are approached in a similar manner.

All members of staff regard children's happiness and welfare as high priorities and the success is most notable in the happy family atmosphere in the breakfast and after-school clubs. Members of staff are appropriately qualified for the clubs and children's safety and welfare are high priorities. Policies and practice for child protection, for dealing with accidents and illness and for checking the suitability of all adults who work with the children meet current requirements. Checks of equipment, the building and outside areas ensure they are safe for children to use. Risk assessments for trips are thorough.

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

The good range of activities on offer promotes learning well. In the main, children make good progress because members of staff make learning fun. They use questioning effectively to help children think and develop their vocabulary. They promote a love of books and stories very effectively through group story times and by allowing children to choose and take home high quality books each week to share with their families and discuss with staff. Children make good progress in their personal, social and emotional development because they have plenty of opportunities to make choices, are guided sensitively and are always encouraged to 'have a go' and be independent. Children are encouraged to develop good habits, such as washing hands before eating and remembering to put away equipment after they have used it.

The good range of healthy snacks and lunches provides children with choices and a good understanding of eating a healthy diet. The theme of 'road signs' helps children to gain a good understanding of the need to take care near roads and traffic. Members of staff make detailed observations while children are undertaking particular tasks and use outcomes effectively to plan the next steps in learning for each individual child. They are particularly successful in taking an individual child's interest and developing this to ensure that they can learn as much as possible through this interest.

Children settle quickly and happily at the club because they know the routines and expectations well. Very good relationships between children and with staff are clearly evident so that children of different ages and schools play and work together harmoniously. Children thoroughly enjoy being a member of the club. Planning is good and provides a good balance between lively and quieter, relaxing activities. The children enjoy the wide range of games and activities which promotes their learning and social skills very well. A particular strength is the excellent promotion of children's awareness of the ethnic diversity in which they live and respect for one another's culture. Members of staff work alongside children to help them learn and practise new skills, for example in cooking and creative activities. They always encourage conversations to help develop vocabulary and consolidate learning. A very good start has been made on assessing and recording the youngest children's progress in order to incorporate the next steps for learning into the activities on offer. Members of staff take every opportunity to develop children's understanding of a healthy and safe lifestyle, for example, ensuring that they wash their hands after visiting the toilets and before eating their snack. Social skills are reinforced at very friendly meal times when children eat and chat together. Children learn to work together when they help each other willingly to tidy up when they have finished an activity.

Evidence from photographs and discussions with children, who think it is 'brilliant', indicate that the holiday club provides an excellent range of interesting trips and outings. These are always well supervised and the risks thoroughly assessed.

## 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

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## **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