

Nursery Rhymes

Inspection report for early years provision

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Inspector

Eira Gill

Setting address

Mill Rythe Junior & Infant School, Havant Road, HAYLING
ISLAND, Hampshire, PO11 0PA

Telephone number

023924 60926

Email

nursery-rhymes@btconnect.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Nursery Rhymes is a privately run nursery based in the Mill Rythe Infant and Junior campus on Hayling Island in Hampshire. The two owners are the managers of the nursery. It was registered in 2007. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It caters for children from two years to eight years. The nursery supports babies and children who have special educational needs and/or disabilities. There is easy access for wheelchair users and good links with the host schools.

The nursery operates from a purpose-built building. A maximum of 34 children in the early years age group may attend the nursery at any one time and, of these, no more than six children may be under two years old. At present, there are 50 children on roll and, of these, 20 are funded.

The nursery is open each weekday from 8.00am to 6.00pm hours for 50 weeks of the year. Children have access to a fully enclosed garden for outdoor play.

The owners of the nursery also operate a breakfast club in a classroom in the host infant school from 8.00am to 8.45am for early years children and older children who attend the host schools. The breakfast club is open in school term times only. At present, the managers restrict numbers to a maximum of 20 children, four of whom are in the early years age group. There are three suitably qualified members of staff.

The nursery employs nine members of staff including the owners. All have appropriate early years qualifications. One member of staff is a qualified teacher and two continue to train towards higher qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision is good. The nursery and the breakfast club meet the needs of all children well. All groups of children are welcomed and nurtured. The systems in place for organising the children's learning and development are effective and ensure that the children enjoy a wide range of activities and make good progress. The managers show a clear commitment to continuous improvement and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- ensure every member of staff has the appropriate skills to motivate children and engross them in activities
- ensure that the children in the breakfast club are given opportunities to play

in the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

Staff work well as a team to ensure the smooth running of the nursery and the breakfast club. The two owners share management responsibilities and have a good commitment to continuous improvement. The required policies and procedures for both settings, including safeguarding, are regularly reviewed and updated. Daily risk assessments are carried out thoroughly by a named assistant who arrives early to check that the setting is safe for the children. Although the risk assessments are dated they are not signed. This omission has no impact on the children but the manager rectified this immediately and informed all staff of the need to sign any risk assessment undertaken. Staff members are carefully vetted, alert to health and safety issues and have regular training. Protection procedures are effective.

The managers and staff members work very well as a team to evaluate the provision formally and identify priorities for future development. The last inspection took place 16 months ago and the managers and members of staff have worked hard and succeeded in making good improvements. Additional training has ensured that assistants are now more skilled at supporting children when choosing or completing activities and have high expectations of their response. Planned activities now have a distinct focus and children are challenged and supported well by assistants to achieve their potential. All assistants are very kind and caring towards the children although a very few do not have all the skills necessary to truly motivate children and engage them fully in activities.

Appraisals take place annually and result in good improvement in staff expertise. Helpful formats enable members of staff to note down areas they think they need to improve before they have discussions with the managers. Half way through the year, managers are diligent and make time to discuss targets and training with individual staff members. This efficient system is very helpful for ensuring that all staff members meet their targets successfully and improve their practice.

Partnerships with parents, the host schools and other agencies are good and have an impact on the good progress children make, both in the nursery and breakfast club. The leader of the breakfast club meets teachers daily and exchanges information about the children's welfare. Only one child attends another setting and the manager has set up links and meetings to exchange information and this is impacting on the child's enjoyment and good progress while in the setting. Teachers visit the nursery for story time and the children visit the school in the summer and watch productions. Parents are very pleased and praise the frequent review meetings and attitude of staff. One parent commented, 'I work at odd times but the staff are so flexible and can fit my child in very quickly', and 'Staff have excellent skills at ensuring children settle.'

The quality and standards of the early years provision and outcomes for children

As they arrive in the nursery and breakfast club, children choose their favourite activities and play with their friends. They settle down quickly and enjoy meeting their friends. The babies are safe and in a secure area in the nursery and are given good attention and constant care by the assistants. Toddlers confidently use chalk to make marks on the blackboard. Others play with wooden blocks and are encouraged by an assistant to make towers while a baby who has only just started at the nursery is learning how to play with an interactive toy. The babies have well established routines and specific carers. They are very content.

The children in the breakfast club enjoy their healthy breakfast of cereals and milk or juice when they arrive. One of the older children completes his homework quietly while others play on the computer. There is a quiet hum of activity and children of all ages are very well behaved. The younger children play with the role play equipment or play Bingo with an assistant. Children are very happy and given good care in both settings. There is a calm atmosphere. However, children in the breakfast club do not have the opportunity to play in the outdoor environment.

In the nursery members of staff quickly open up the outside area and children gradually begin to put on their coats and join their friends to play in the small sandpit or to ride the wheeled vehicles. They are developing their senses well and using muscle power energetically to push the pedals of the bikes and this contributes to their understanding of a healthy lifestyle. The children enjoy looking for insects in the leaf pile and the toddlers are fascinated watching the balls roll down the chutes. Later the children take musical instruments out and march around like a band. The children enjoy making music in the open air.

Understanding how to stay healthy is very evident at snack time and lunchtime when the children wash their hands with no reminder. They are very confident and independent as they choose their own healthy snacks and discover what is in their lunchboxes. They develop good social skills as they sit together to chat whilst they eat. After lunch they gradually gather around the deputy manager as she begins a story. She encourages them to carry out the actions of a song she sings. The children love this and jump up and down laughing all the time. They do not want her to stop. Safety is paramount during all the morning activities and assistants are vigilant in ensuring that gates are secure.

Most of the children enjoy 'tidy-up time'. Assistants encourage them to be diligent although some can get side tracked into playing with equipment rather than tidying it away. Nevertheless, they are learning well how to contribute to their community. Their behaviour throughout the morning is excellent.

Key workers review carefully how the children respond to the activities and are given valuable time to reflect upon their progress. Their assessments lead to the identification of the next steps in learning the children need to take to gain new skills and knowledge. These are recorded in the children's 'Learning Journey' books

for parents to share. Children make good progress in the nursery and breakfast club which prepares them well for the next phase of their education.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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