



## Rhymes Nursery 2

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY303065  |
| <b>Inspection date</b>         | 01 November 2005  |
| <b>Inspector</b>               | Mary Gilbert  |
| <b>Setting Address</b>         | Twelve Acre Approach, Kesgrave, Ipswich, Suffolk, IP5 1JF |
| <b>Telephone number</b>        | 01473 631711  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Little Joe Ltd trading as Rhymes Nursery                  |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day care   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Rhymes Kesgrave opened in December 1997 and was reregistered as part of Little Joes Ltd trading as Rhymes in November 2004. It operates from a purpose built building in Kesgrave, Ipswich, Suffolk. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:00 51 weeks per year excluding bank holidays. All children share access to an enclosed outdoor play area.

There are currently 91 children aged from 5 months to 4 years on roll. Of these 35 receive funding for nursery education. Children come mostly from a wide catchment area. The nursery supports a small number of children with special educational needs, and also supports those who speak English as an additional language.

The nursery employs 13 staff, including a cleaner and a cook who has an appropriate qualification. Ten of the staff, including the manager, hold appropriate early years qualification. Two of the staff are currently working towards a further qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy because staff are aware of and follow clear guidelines, policies and procedures. The employment of a cleaner and implementation of rotas ensure the premises are kept clean. Children are encouraged to develop their own personal hygiene standards and use the toilet independently. However some children do not always remember to flush the toilet or wash their hands. There are good procedures in place for nappy changing, and the use of real nappies is encouraged. Staff work with parents and their preferences are taken into account. Babies are able to sleep according to their needs and daily routines, planned with parents. Toddlers are provided with a rest time after lunch, but the length of this routine impacts on those who need less sleep as the playroom is unavailable for use.

Children are provided with a healthy range of meals and snacks. Food is freshly prepared in the kitchen by a cook who plans menus and ensures sufficient alternatives are provided for children who have special dietary requirements. Cereal and toast are available for breakfast for those who require it, mid morning snacks are usually fruit based. Pureed vegetables and fruit are available to babies and prepared in the kitchen. A fridge in the baby room provides facilities for the storage of bottles and boiled water. Parents are made aware of what their children eat. Water is available for some children at all times, but this is inconsistent.

Children have opportunity for physical exercise on a daily basis. Babies have their own enclosed garden, and toddlers and pre-school children share the other areas. There is a good range of outdoor equipment available for them to use. Plans are in place to provide outdoor learning for pre-school children through the daily session plans.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm and welcoming environment. Each playroom is well organised, and brightly decorated with many examples of children's work, posters and displays of information for parents and children. The outdoor area has clearly identified areas which are safe for children to use. Children have independent access to a wide variety of resources, both indoors and outside, which are easy for children

to access independently. These are well maintained and a rota ensures they are cleaned regularly.

All areas of the nursery are well maintained and provide a safe environment for children. Good security measures are in place to monitor the entrance to the nursery for visitors and children's arrival and departure. Clear procedures are in place to ensure children are safe when on outings. Risk assessments take place on a regular basis and there is a new check list ready to be implemented to identify and minimise risks on a daily basis.

Children are well protected by staff who have a clear understanding of child protection issues and effective procedures are in place to ensure these are monitored and reviewed regularly.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in the nursery. Daily routines provide for all areas of development. For example, there are specific times in the day when children access the outdoor play area and quieter times provide opportunities for rest and relaxation. Children are welcomed into the nursery by staff who have a clear understanding of children's needs. The 'Birth to three matters' framework is currently being implemented as a tool for planning for children under 3. However, observations and assessments taking place are not currently linked to the planning. Young children have opportunity to access a wide range of activities that develop their communication and sensory skills. For example, in the baby room children resources provide a wide range of textures, both man made and natural which develop their sense of touch. A keyworker system is in place which enables each child to be monitored.

#### **Nursery education**

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the early learning goals and the stepping stones to reach them. Children are provided with a range of planned activities which are stimulating, enabling them to make steady progress in all areas of learning. Children are also provided with opportunities to initiate their own learning through making appropriate choices. However, learning is not clearly identified across all aspects of each area of learning and few written observations of children's learning are made.

Children work well together. They share resources and interact well with each other and the adults working with them. They gain independence through daily routines and are learning to take care of themselves and their environment. For example, they change their shoes independently, help each to tidy up and set the tables for lunch. They learn about different cultures through practical activities, for example, making Divali cards.

Children communicate well sharing news and developing their imagination through role play. Their thinking skills are well developed by staff who ask appropriate

open-ended questions. Children share books and listen well to stories read to them. They use their name cards to self register and to recognise their own place mats. Children are made aware of print all around them on labels, signs, symbols and numbers. Children use numbers and learn to problem solve in their daily routines. For example, they work out how many knives, forks and spoons are needed when setting tables for lunch. They learn to explore and discover using their senses, for example, through planting growing and tasting vegetables.

Children's creative development is fostered by the provision of a wide range of media and materials which are used in a variety of planned and child initiated creative activities. For example, children choose to do bubble painting and staff initiate the making of Divali cards using collage.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed into the setting and are valued by staff who respect their individuality. Clear information is collected and used to ensure continuity of care is effectively implemented. Children behave well because staff consistently reinforce expected codes of behaviour. Praise and encouragement build children's self esteem. A sense of belonging is developed as children are encouraged to help in the daily routines and through their work being displayed around the nursery. Clear processes are in place to identify any children who have any specific needs, and adaptations made to ensure children can access all relevant activities. Children have independent access to a range of resources and activities which reflect positive images of diversity.

The partnership with parents is good.

Children benefit from the clear information shared on a daily basis as to the care taking place. Good information is provided for the parents before children are placed at the nursery. This includes information related to the Foundation Stage of learning. Initial information collected from parents is clear and used to enable children's continuity of care. Questionnaires are filled in by parents on an annual basis to seek their views on the provision. However, there are no clear processes in place to use these to review practise and implement changes.

Parents are provided with information as to the learning taking place. Good displays and regularly produced newsletters provide up to date information. Parents have opportunity to look at children's records and are invited to attend an annual parents evening and discuss progress with children's keyworkers.

Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Clear procedures are in place for the appointment and vetting of staff. Children are

cared for by staff who are well qualified. Ratios are well met to ensure children have an adequate level of support when working and playing.

Documentation is up to date and well kept. Policies and procedures are regularly reviewed and staff made aware of any changes.

The leadership and management is good.

Children benefit from the strong leadership and management of the nursery. The staff are well supported by the organisational structure which provides for professional development. Staff have clear job descriptions and an appraisal system identifies any specific training needs and provides them with the opportunity to identify their strengths and weaknesses and implement effective change. The management is currently implementing a new system to monitor the quality of care and education provided. Staff work well together as a team. Good communication is encouraged by regular briefings and staff meetings which are minuted.

Overall, the needs of children are met.

### **Improvements since the last inspection**

Not applicable as this is the first inspection since reregistration.

### **Complaints since 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all children have access to drinking water at all times and are able to

sleep according to their individual needs

- review assessment procedures for the under 3s to ensure they are clearly linked to current planning
- review consultation procedures with parents to ensure their views are taken into account when making changes

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review planning procedures to ensure they are clearly linked to all aspects of each area of learning
- develop observation procedures to ensure these are clearly linked to planning and provide an effective tool when planning the next steps of learning for individual children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)