



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205336

DfES Number: 543058

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Anne Georgina Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rhymes Day Nursery
Setting Address Birchensale Farm
Low Field Lane
Redditch
Worcestershire
B97 6QB

REGISTERED PROVIDER DETAILS

Name The partnership of Rhymes Nursery Ltd

ORGANISATION DETAILS

Name Rhymes Nursery Ltd
Address Birchensale Farm
Low Field Lane
Redditch
Worcestershire
B97 6QB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rhymes Day Nursery opened in 2000 and has recently expanded to meet demand for places. It is privately owned and managed and has a sister nursery at Lickey. It operates from a restored, listed farmhouse in the residential Brockhill/Batchley areas of Redditch, Worcestershire. Children are accommodated in eight rooms over the ground, first and second floors according to their age and stage of development.

A maximum of 58 children aged from 3 months to under 8 years may attend at any one time. Places for out of school care are limited to siblings of children presently attending. The nursery is open each weekday from 07:30 until 18:00 for 51 weeks of the year except for Bank Holidays. All children share access to a secure outdoor play area with play equipment and some safety surfacing. There is adjacent parking facilities for staff and parents.

The nursery serves a diverse community and wide geographical area. Children attend for a variety of sessions to meet the needs of working parents. There are currently 81 children from 12 weeks to 5 years on roll. Of these, 24 currently receive funding for nursery education. The nursery supports children with special needs and those who speak English as an additional language. Cooked meals are offered to all children if required.

There are 22 staff who work with the children. Fourteen of these, including the owner/manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

The nursery receives support from a mentor teacher from the Early Years and Childcare Partnership (EYDCP). It is awaiting accreditation to the National Day Nurseries Association (NDNA) quality assurance scheme, has close links with the nearby Neighbourhood Nursery and belongs to a local nursery education support group.

How good is the Day Care?

Rhymes Day Nursery provides good quality care. The stable staff team are effectively led and managed. Its members are capable and competent. They work closely together and communicate very well, but there are brief periods when the ratios of staff working directly with the children are not continuously maintained. Space and resources are used well to create a warm, bright and attractive child friendly environment with positive reflections of diversity. Policies and procedures are detailed, comprehensive and reviewed regularly. Documentation is generally very well kept, but parents acknowledgment of medication records is not retained.

Staff give a high priority to promoting children's health and security. There are good systems in place to identify and reduce risks to children and they are supervised well. Good evacuation procedures are in place, but these are practised infrequently. Good daily routines and practices encourage children to understand the importance of good hygiene. Children enjoy snack and meal times that meet their specific dietary needs and promote healthy eating. Older children do not have ready access to fresh drinking water at all times. Suitable child protection procedures are in place.

Separate areas are very well laid out and resourced to match children's developmental needs so that they gain confidence and skills in small groups. Staff are knowledgeable about their individual needs, interacting warmly with them so that children are alert, responsive, happy, settled and secure. They enjoy a good balanced range of activities including messy and active play. Children behave well and build good relationships with staff and each other. They are learning to share, take turns and respect others.

Partnership with parents is good. They receive a warm, individual welcome and make very positive comments about the care their children receive. They value the information that is shared with them about what children do daily and their progress.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Operating procedures are regularly updated and reviewed to match the expansion of the nursery and meet the developing needs of the children attending.
- There are thorough systems for recruiting and monitoring staff.
- The staff team is stable and competent. It contains many experienced members who are confident in their roles and knowledgeable about effective ways of meeting the developing needs of children.
- The arrangements for the gradual settling of new children is especially effective. This and the open door policy for parents ensures that children are secure and good communication links are developed between staff and parents. Flexible care is offered to working parents.
- Staff working with babies are observant and knowledgeable about their care.

They respond to children warmly, making eye contact and holding them closely for feeding.

- Toddlers receive good support in developing their mobility and social skills. They have good opportunities to explore messy play and respond to music and rhymes.
- Pre school children build good relationships with staff and each other. They are confident, communicative and develop good self esteem.
- The premises are clean, bright, welcoming and well maintained. Equipment is sturdy, attractive, and interesting to children.

What needs to be improved?

- the maintenance of ratios of staff working directly with the children
- the frequency of fire drills
- the retention of all aspects of children's medication records
- older children's access to fresh drinking water at all times.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that adult: child ratios relate to staff time available to work directly with the children at all times.

6	Increase the frequency of fire drills to meet health and safety guidelines.
7	Improve the recording and storing of children's medication records.
8	Improve older children's access to fresh drinking water.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rhymes Nursery provides good quality nursery education for children which enables them to make generally good or very good progress towards the early learning goals in all six areas of learning. Children's spiritual, moral, social and cultural development is fostered well.

The quality of teaching is generally good. Staff manage children very well. They act as very good role models encouraging children to think and negotiate with others. Children form good relationships and develop confidence and self esteem. Staff have a sound knowledge of the way children learn and plan a good range of adult led and free choice practical play activities that children enjoy, so that they are interested and develop a positive attitude to learning. Planning and assessment systems are clear and provide a suitable framework, but are not used to plan for individual children's future learning needs. There are very good opportunities for children to develop their knowledge and understanding of the world, physical skills and creativity. Children lack opportunities to explore the relationship between print and meaning, use books individually and as resources, or compare numbers including adding or taking away.

Leadership and management are generally good. They are committed to expanding and adapting to meet the developing needs of children and training needs of staff. Weekly outings and in-house music sessions significantly enhance children's learning. Resources are organised to create an attractive environment, but do not enable children to be independent in all aspects of their learning. Children with special educational needs and English as an additional language are welcomed.

Partnership with parents is generally good. Parents make very positive comments about children's progress. They have opportunities to contribute to children's records, receive good quality information about what children do each day and their progress overall but lack information about the Foundation Stage.

What is being done well?

- Relationships between staff and children are very good. Children are praised and encouraged often so that they progress well and build good self esteem. Staff are good role models for children, encouraging them to think, make decisions and negotiate with one another to solve problems.
- Staff know children well and support them sensitively to build their confidence and involvement in activities.
- Resources positively reflect diversity in the community and planned activities give children good opportunities to learn about their culture and those of others.

- Children have good opportunities to use a computer to complete simple programmes.
- Weekly outings to a soft play area and visiting music sessions are very enjoyable to children and significantly enhance their physical skills, listening skills and creativity.
- Parents are warmly welcomed and receive good quality information about children's daily activities and their progress.

What needs to be improved?

- the opportunities for children to do things for themselves such as directing their own learning, managing their possessions or personal care
- the opportunities for children to recognise that print carries meaning, enjoy books individually and use them as resources for learning
- the opportunities for children to compare numbers, add and take away
- the use of assessment to inform written plans of daily activities to highlight any specific learning needs of individual children
- the information available to parents about the Foundation Stage and early learning goals.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive approach to learning and adapt well to changes in routine. They are helpful and co-operative and contribute to keeping their environment in order. They concentrate and listen for appropriate lengths of time and express their excitement about an outing. They form good relationships with each other and are starting to share and take turns well. They are independent when choosing activities, but lack opportunities to manage their possessions or get their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children are keen to communicate with staff and each other. They talk readily about their likes, dislikes and their families. They use language to communicate ideas and feelings and describe experiences. They hold pencils correctly and are starting to trace letters and some write their own names. They listen with enjoyment to stories, songs and rhymes, but have limited scope to recognise that print carries meaning and to enjoy and value books individually.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about number, space, shape and volume through a wide range of practical activities. They are starting to recognise numerals and count the cups at meal times. They are interested in patterns and positions. They use language such as under the box and in the middle correctly. They find out who is the tallest or the shortest, but lack scope to compare numbers, adding and taking away. They recognise shapes readily and comment on them in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are observant and interested in the world around them. They notice changes in the weather and what happens when different coloured paints are mixed together. They see patterns and differences in the houses in their community and talk spontaneously about past and present in their play. They find out about the wider world by looking at photographs of other countries and learn about their own culture and those of others such as finding out about Chinese New Year and make their own dragon.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with increasing skill and confidence. They handle and control musical instruments carefully. They skilfully manoeuvre themselves and play equipment outside and dance expressively indoors. They competently handle tools and materials such as squeezing and moulding play dough, using paintbrushes and small rollers to paint a large box, and cutting carefully with scissors. They hold pencils correctly and are developing increasing control in making meaningful marks.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are imaginative and expressive. They listen carefully to sounds, noticing the differences and responding by making their own loud or quiet sounds or rhythms. They are building a repertoire of songs and rhymes and some make up their own songs, rhymes or dances spontaneously. They explore colour and texture when mixing paints together to paint the dragon or painting and squeezing their hands. They respond to different tastes and textures of food with varied facial expressions.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- extend the opportunities for children to do things for themselves
- improve the opportunities for children to recognise that print carries meaning and to enjoy and value books
- expand the opportunities for children to compare numbers, add more and take away
- develop the use of assessment to inform written planning for individual children's future learning
- improve parent's access to information about the Foundation Stage and the early learning goals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.