

Nursery Rhyme

Inspection report for early years provision

Unique reference number	144298
Inspection date	15/03/2011
Inspector	Penny Wood

Setting address	26 River Way, Christchurch, Dorset, BH23 2QP
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Type of setting	Childcare on non-domestic premises
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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*.

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Description of the setting

Nursery Rhyme was registered in 1985 and is managed by the proprietor. It operates from a building situated in the grounds of the proprietor's home, as well as a converted ground floor room in the house. It is located in a residential area of Christchurch and mainly serves families from the local area. There is a secure garden for outdoor play.

The pre-school is registered for no more than 30 children in the early years age group, of whom no more than 12 may be under three years old at any one time. It is the pre-school's policy to accept children from the age of 18 months old. There are currently 59 children on roll aged between 18 months and four years old. The pre-school is in receipt of funding for the provision of free early education for three and four-year-olds.

The pre-school operates between 8.00am and 6.00pm, 51 weeks of the year. Children may attend for a variety of shorter sessions. There are nine members of staff who work with the children, of whom seven hold a suitable childcare qualification and one is currently working towards a recognised qualification. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and enjoy a wide range of play opportunities, which promote their learning and development well. Inclusive practice is promoted within the group. Good strategies, such as strong partnerships with parents and carers, enable staff to meet children's individual needs. Good systems ensure most aspects of the statutory framework are in place. Since the last inspection, staff have taken positive steps to address the issues raised and to improve children's experiences.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment).
- 29/03/2011

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

- review behaviour management techniques to ensure issues are promptly

addressed and consistent messages are given to children.

The effectiveness of leadership and management of the early years provision

Children benefit from the staff's understanding of their child protection policy and procedures. Staff clearly understand the referral procedure should they be concerned that a child is at risk of abuse. Regular risk assessments are completed, although staff do not consistently take action to keep hazards to a minimum, such as ensuring the climbing frame and slide is suitably positioned within the outdoor area. This is a breach of a specific legal requirement. Staff conduct checks on the toys and equipment to ensure they are suitable for children's use. Resources are used well to meet the needs of the children. For example, children enjoy space to play freely and to access the wide range of available resources. Robust recruitment procedures ensure staff are suitably checked and cleared to work with children. Some staff have been employed at the nursery for a considerable length of time and all staff work effectively as a team. Effective use is made of training opportunities to help drive improvement and to enhance staff's knowledge of childcare.

Very good procedures are in place to ensure children's safety on outings. For example, when walking to and from venues, the group are escorted by a Police Community Support Officer and staff talk to the children about safety aspects, such as not approaching dogs in parks. Regular visits to the group by the police enhance children's understanding of safety, particularly in relation to road safety.

Positive strategies are in place to promote children's good health. Staff are trained in first aid, ensuring they are able to take appropriate action following minor accidents and when children are ill. The exclusion of children when they are sick effectively reduces the spread of illness. Accident and medication records contain clear information and are shared with parents, informing them of events.

Good strategies are in place to promote strong partnerships with parents. Parents and carers comment positively on the service provided by the staff. They comment that staff are approachable, that they receive high levels of information and are kept informed of children's achievements. Staff welcome parents into the pre-school to share their knowledge and experiences with the children. Good strategies are in place to develop links with other professionals to support children within their learning and development, as and when required. For example, they have a positive attitude towards sharing information with childminders and agencies supporting children with special educational needs and/or disabilities. Strong links are in place with local schools in order to aid a smooth transition for children from the pre-school on to their prospective reception class.

Staff work effectively with a development worker in order to drive improvement within their provision. For example, they welcome guidance and new initiatives to improve their systems for planning and the monitoring of children's learning and development. Good strategies are in place to evaluate the provision, with steps in place to identify the pre-school's strengths and areas for future development. Staff

are proactive in addressing initiatives on an action plan, which ensures the provision continually evolves.

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

Children are happy and busy within the pre-school environment. They are keen participants in a wide range of activities, which promote their development well across the six early learning goals. Children experience a good balance of adult led and child initiated opportunities, which are age appropriate and provide children with appropriate levels of challenge. Good systems are in place to plan activities, which include activities that stem from children's interests. Effective systems are in place to record and monitor children's progress. Parents are encouraged to share children's achievements at home to enable them to be shared as a group and incorporated within their development records.

Overall, staff deploy themselves well to support children within their play and activities and act as good role models, addressing each other and the children with respect and courtesy. Children are developing strong friendships with each other. The majority of the time they cooperate, share and take turns. However, occasionally, such as when children have disagreements over toys, staff and students do not always promptly intervene. Furthermore, children do not always receive consistent messages from staff when managing their behaviour and occasionally they contradict each other in their instructions.

Children enjoy good opportunities to participate in role play. They enjoy washing up with water in the home corner and enjoy dressing up. They enjoy weekly singing sessions, which are enthusiastically delivered by an external company. Most children enjoy playing the wide range of instruments and participating in the action songs. However, staff skilfully adapt their practice according to individual children's needs. For example, those children who become unsettled during activities, such as the singing session, are suitably occupied in an alternative activity and quickly reassured by staff. Children are gaining in confidence because they experience high levels of praise and encouragement from staff. They show pride in their creations and enjoy showing others their paintings, which is met with enthusiasm by staff.

Children experience very good opportunities to be physically active. During good weather they spend a high proportion of their time playing outside as one group. The outdoor area is promoted well as an extension to the indoor learning environment. Children are able to play with a good range of resources and explore the area. They enjoy opportunities to develop their physical skills, such as climbing, balancing and jumping. Children clearly enjoy being outside and the opportunities to be active.

Children follow good hygiene routines, which reduce the spread of germs and infections. For example, they regularly use anti-bacterial gel on their hands before eating. Children benefit from a good range of healthy snacks, such as fruit. The

older group enjoy very good opportunities to develop their independence. For example, they enjoy peeling and cutting up their fruit. The younger children enjoy a social snack time, whereby they all sit together. Staff encourage children to use their manners from an early age, such as saying please and thank you at snack time.

Children experience good opportunities to learn about safety. When riding on the tricycles and cars they know that they need to wear helmets. Staff initiate emergency evacuation procedures to ensure they are effective and to encourage children to gain an awareness of the action to take. Children enjoy an annual visit from the fire brigade, which further enhances their understanding of safety.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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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