

Nursery Rhymes

Inspection report for early years provision

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Inspector

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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*.

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.

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Description of the setting

Nursery Rhymes is a privately owned nursery and was registered in 2001. It operates from four rooms, within a four storey end terrace property in the village of Addingham. The nursery serves the local and surrounding areas and has strong links with other local childcare providers. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 59 children may attend the nursery at any one time. There are currently 49 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for three and four year olds. The group supports children who speak English as an additional language.

The nursery employs nine members of child care staff. Of these, two hold appropriate early years qualifications at Level 2 and seven at Level 3 or above. One member of staff is working towards a foundation degree, two members of staff are working towards a degree and one member of staff is working towards Early Years Professional Status. The nursery has completed a quality assurance scheme and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is highly committed to working in partnership with others and takes a positive role in establishing effective working relationships with parents and other childcare providers. Proactive systems are in place, which lead to continued improvement. The welfare of the children is promoted well and is enhanced by the policies, procedures and practice, which are implemented with consistency. The children are making good progress in their learning. They very much enjoy playing outside and enthusiastically practise their communication, language and literacy skills.

What steps need to be taken to improve provision further?

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

- provide a comfortable seat for staff who spend a great deal of time cuddling and feeding babies
- organise the lunch time routine so that the children's problem solving skills can be further developed.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to safeguard children. The safeguarding officer has a comprehensive awareness of safeguarding issues and all of the staff recently completed online safeguarding training. Effective procedures are in place for identifying any child at risk of harm and recording concerns. The safeguarding officer has previous experience of recording confidential information, liaising with the appropriate external agencies and attending meetings. The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe; they regularly practise fire drills, freely explore their surroundings and ask staff how to use unfamiliar equipment, such as stilts.

The nursery has high aspirations for quality, which is evident through ongoing improvement. For example, they have completed a quality assurance scheme and have established excellent links with other childcare providers. Parent's views are sought and acted upon, for instance, the lunch time routine was adapted after listening to their views.

Parents are well informed about all aspects of their children's achievement, well-being and development. For instance, regular written reports are sent home, to pass on information about each child's progress. Parents also receive information via notice boards, newsletters and daily verbal feedback from the staff. This inclusive system of communication ensures that there are productive partnerships with parents.

Excellent and well-established channels of communications between all partners involved with individual children are fully in place. This successfully promotes the children's learning, development and welfare. For example, the nursery attends the Addingham Childcare and Early Education group meetings, where local practitioners from different settings agree on exact ways of working together. The nursery also sends a copy of each child's progress report directly to any other setting that they also attend.

The staff team are experienced in working with children who speak English as an additional language. They are fully aware of children's backgrounds, individual needs, the child's home language and any significant words. Children develop a positive attitude to others and a good understanding about the wider world and local community. They enjoy playing with a broad selection of resources which reflect positive images. For example, dolls, books and play figures. They also learn about interesting events, such as Christmas, Chinese New Year and Easter. Children have regular opportunities to learn about the local community and natural world. They are taken out of the nursery to visit various places of interest, such as to the park and farm.

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

The environment is warm and welcoming. Activities are very inviting and babies and young children explore their surroundings with great interest. A good range of age-appropriate toys, furniture and equipment is in place, which mostly meets the children's individual needs. However, a comfortable seat is not available for staff who spend a great deal of time cuddling and feeding babies.

The staff and cook have completed food hygiene training and meals, such as chicken stir fry and noodles, are offered to the children. The children have good appetites; they enjoy their food very much and are very sociable. For example, the children had a picnic tea together in the outside play area. Planned activities such as growing, harvesting and eating herbs, fruit and vegetables introduces children to healthy ingredients. Children adopt healthy habits, as they co-operate with hand washing and teeth brushing routines.

Children of all ages love playing in the well equipped outside play area. Babies and young children have cuddles and listen to stories under the shaded area. Children have great fun playing with the watering cans, sweeping brushes and walking barefoot across the sand pit. As a result, children are developing a positive attitude to exercise and being healthy.

Activity planning responds directly to each child's individual needs and interests. The system for assessing and recording children's development accurately identifies their achievements, progress and next steps. Monitoring systems are implemented to accurately identify any gaps in learning. As a result, the nursery is able to show how children make good progress in their development.

Children enjoy singing songs and listening to stories. They delight in choosing and singing songs, such as 'twinkle twinkle chocolate bar, daddy's got a rusty car'. More-able children confidently link sounds to letters and can write their own name. Young children can count from one to ten and can successfully recognise and name colours.

The children are developing a good knowledge of the natural world. They are provided with opportunities to handle animals and creatures, such as rabbits, giant snails and spiders. They show care and concern for others, as they regularly make bird feeders to go on the bird table.

The staff are positive role models. They give the children lots of positive praise, encouragement and rewards for their good behaviour, such as stickers. As a result, children are very well behaved. For instance, more-able children use good manners without being prompted to do so. They tidy away toys with enthusiasm and enjoy the responsibility of being 'helper of the day'. However, there are missed opportunities during the lunch time routine, to further develop the children's independence and problem solving skills.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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