

Nursery Rhymes Langstone

Nursery Rhymes, Langstone Technology Park, Langstone Road, Havant, Hampshire, PO9 1SA

Inspection date

15/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children form secure attachments with their key person and are happy and settled.
- Recruitment procedures are robust and staff have a good understanding of safeguarding procedures which promotes children's safety and well-being.
- Parents feel well informed about the setting and their children's care, achievements and progress. Home learning packs have recently been developed to aid parents in supporting their children's development and learning at home.
- Children enjoy outdoor play. Babies and toddlers are taken outside at regular times throughout the day and older children have free-flow access to the outdoor area which promotes their good health.

It is not yet good because

- The planning is not monitored sufficiently to ensure that adult-led activities are consistently implemented and have a clear link to the areas of learning and development. Staff do not always make the most of discussions during occasions such as group times to challenge and extend children's learning.
- Children in the pre-school room are not encouraged to tidy away after themselves and staff are not quick to do this either. This results in the environment becoming cluttered. Some activities are not sufficiently resourced and therefore children do not always benefit fully from what is available.
- Although the gap is closing the progress of children whose home language is not

English is slow, particularly in their communication and language development.

- Staff do not always ensure that floors are clean prior to children's arrival and do not always provide children in the pre-school room with plates on which to place their food at snack time. This does not promote the good health of children as the table is not cleaned in between children's visits.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby and toddler room, the pre-school room and the outdoor play area.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector held a meeting with the manager and joint owners of the provision.
- The inspector looked at children's learning journeys, planning documentation, the nursery's self-evaluation form and documentation relating to safeguarding and improvement planning.
- The inspector spoke to staff and children from each room and took account of the views of parents spoken to on the day.

Inspector

Nicola Hill

Full Report

Information about the setting

Nursery Rhymes Langstone registered in 2011. The nursery is situated in the grounds of a technology business park in Havant, Hampshire and provides childcare for the employees of the site. The premises are purpose built and on ground floor level. The nursery provides open plan areas dedicated to the different ages of children attending. There is a separate area for children under the age of two years, six months with their own sleep room, milk kitchen and nappy changing area. All children have access to an outdoor play area.

The nursery is registered on Early Years Register and the compulsory part of the Childcare Register. There are currently 63 children aged from six months to under four years on roll. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. Children can attend a variety of sessions.

The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who speak English as an additional language as well as children with special educational needs and/or disabilities. A total of 13 staff work with the children. Of these, 10 hold appropriate early years qualifications. One member of staff is working towards qualified teacher status and the manager is working towards a foundation degree in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the steps taken to ensure that children whose home language is not English are provided with a) opportunities to develop and use their home language in play and learning and b) sufficient opportunities to learn and reach a good standard in English language
- improve the educational programme by a) delivering a mix of adult-led and child-initiated activities b) improving staff engagement with children, especially during group activities and c) monitoring the quality of planning to ensure activities have a clear link to the areas of learning and development

To further improve the quality of the early years provision the provider should:

- improve the learning environment in the pre-school room and outdoors by making

spaces visually calm and orderly, and by providing further toys and resources which are relevant to the children's interests and the activities that are taking place

- improve the steps taken to promote the good health of children by checking that floors are clean prior to children's arrival and by providing children with plates on which to place their food at snack time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from a broad range of activities that suitably covers the seven areas of learning and those that prefer to spend their time learning outdoors are able to do so. However, the planning is inconsistently applied, which means that not all planned adult-led activities take place. Those that do take place are not always sufficiently planned for and therefore staff do not always have a clear enough understanding of the learning aims.

Staff find out what children can do when they first start at the nursery by talking to parents. This helps staff to meet children's individual needs and helps them to settle in. Staff carry out regular observations of the children to identify their progress and their next possible steps in learning. These next steps are displayed to aid staff in their planning and during their interactions with children. Children's progress is logged in a 'learning journey' and these show that most children are developing at the expected levels. However, although the gap is closing the progress of some children whose home language is not English is slow, particularly in their communication and language development. Key words in children's home languages are not displayed around the setting and although staff use some words provided by parents, these do not generally aid children's communication. When required, staff work in partnership with other agencies to help ensure children with special educational needs and/or disabilities promptly receive any additional support that they may need.

Children's personal, social and emotional development is supported appropriately and as a result children are happy, settled and generally behave well. Staff in the baby and toddler room are enthusiastic in their tone of voice and provide warm, loving, consistent care. They respond quickly to babies' needs and know their individual routines well. Babies and toddlers happily explore the variety of activities on offer, such as sticking and sand play. They join in with singing time enthusiastically, copy the actions and clap when they finish each song. Toddlers enjoy listening to stories and are beginning to say some counting words. They are developing their physical skills as they sufficient space to move, roll and stretch both indoors and outdoors.

Relationships between staff and children in the pre-school room are positive and children separate from their parents and carers with confidence. Staff play with children and join in their games sensitively. They interact appropriately with children, for example, encouraging them to experience the feel of the freshly made dough, which is warm to the touch, or talking about letter sounds with children who are making letter shapes in a tray of puffed rice cereal. However, staff do not always make the most of discussions during

occasions such as group times to challenge and extend children's learning. For example, during morning circle time, initial letter sounds and word labels are not used when talking to children about the days of the week and children do not have easy access to a window to look out of when asked what the weather is like today. During story time, the member of staff reading the story keeps stopping to give instructions to other staff. This results in staff and children talking over the story and children becoming disinterested. Children enjoy painting and exploring the water tray indoors. They have access to a literacy table which is generally well resourced and a range of technological equipment is also available. However, the computer is not switched on during the inspection and some other resources, such as cameras and video cameras have not had their batteries replaced. Children behave very well while outdoors, and skilfully negotiate round cones while riding on balance bikes and other wheeled toys.

The key person system ensures that each child and their parents or carer has a main point of contact in the nursery. Parents have regular opportunities to review their child's progress both informally through daily chats with staff, and also at regular parent's evenings. The weekly planning is emailed to parents and all parents have been given information about the revised Early Years Foundation Stage. Parents are encouraged to get involved with themes and activities taking place at the nursery, such as celebrating religious festivals or talking about their jobs. Home learning packs have recently been developed to aid parents in supporting their children's development and learning at home. Parents comment that they feel well informed about their children's progress.

The contribution of the early years provision to the well-being of children

The environment is generally well resourced, both indoors and outdoors. However, resources in the pre-school room are not always used effectively to promote children's learning. For example, when the role play area is set up as a bakery, there are no writing materials, few bakery items and no money in the till. Other 'home corner' resources are not removed to make it clear what this area is meant to be. As a result, children use this area how they wish and it is not used as a bakery all day. Many labels have come off the tubs of resources which does not aid children's literacy skills. Outside, there are no resources in the play house or toy kitchen and the growing and digging areas are overgrown.

Children are happy and generally behave well. Small disputes are picked up quickly by staff and handled well. Children develop strong bonds with their key person. Staff work closely with parents to make sure they meet babies' care needs. Parents of babies and toddlers receive a daily diary, giving information about children's sleeps, feeds and nappy changes. This helps to promote continuity in care. Key persons know their children well. However, current practice does not yet ensure that there are high expectations of all children, such as those who speak English as an additional language.

Before children progress from the baby and toddler room into the pre-school room they have regular introductory visits which help them transfer to their new room with confidence. Staff also complete a developmental summary for the next key person. This

will, in the future, tie in with the progress check at age two. Older children are appropriately prepared for their transition to school. They are supported through discussions with staff and role play, and a progress summary is given to the children's schools.

Children gain some understanding of risk through planned activities and occasional involvement in risk assessments. The setting is secure and an appropriate range of measures are taken to promote children's safety. However, some areas in the pre-school room are cluttered as children are not always encouraged to tidy the toys away. This raises the risk of children having unnecessary accidents, but it also impacts on the quality of children's play, as resources are not in their place ready for the next child to use. A 'no outdoor shoes' policy promotes hygiene in the baby and toddler room. However, on the day of the inspection, the floor had not been cleaned prior to children's arrival. This results in dust, sand and dirt being accessible to young children. Good attention is paid to helping children understand the importance of regular hand washing and as children get older they become increasingly independent in their self-care. Children enjoy nutritious, freshly cooked meals and snacks or bring healthy packed lunches that are stored appropriately. However, staff in the pre-school room do not always provide children with plates at snack time. This compromises children's health as different children visit the snack table throughout the morning and the table is not cleaned between uses. Babies' feeds are stored appropriately and staff follow good nappy changing procedures. Staff help children learn how to keep their teeth healthy by encouraging them to brush their teeth after lunch. All children benefit from regular or free-flow access to the outdoor area. Children have opportunities to climb, jump, cycle, skip and run which promotes their physical skills benefits their good health.

The effectiveness of the leadership and management of the early years provision

The newly appointed manager and joint owners of the nursery have a sound understanding of their responsibilities in meeting the learning and development requirements. They have been quick to adapt the systems for planning, recording observations and assessing children's progress to reflect the revised Early Years Foundation Stage. However, they are not monitoring the planning sufficiently to ensure that adult-led activities are consistently implemented, or that teaching is always of high quality to help all children make the best possible progress.

Self-evaluation to date has mostly been undertaken by the former manager, but the new manager has plans in place to improve the involvement of staff and parents. The manager has only been in post for a few weeks but is starting to identify areas that are in need of further development. For example, she has identified the need to split the baby and toddler room into two separate areas, which will enable staff to provide more focused activities for specific age groups. Although appraisals take place every six months, the manager also has plans in place to improve the supervision of staff to help them feel more supported and to contribute to the monitoring of the educational programme.

Children are safeguarded by robust recruitment and vetting procedures. The nursery policies are regularly reviewed and generally well understood by staff. The manager is the lead practitioner for safeguarding matters and is aware to liaise with other agencies when necessary. Staff have a good understanding of the signs and symptoms that a child may be at risk and know what action to take if they have a concern about a child. Staff are encouraged to improve their knowledge and undertake training when possible. Those who are new to the nursery have a suitable induction which gives them the key information to support their practice.

Parents receive a variety of information about the nursery. Notice boards contain information about the setting's registration and how parents can contact the regulator. Parents receive daily information about their child's care and regular communication takes place with other early years settings that children attend. This helps to promote continuity of learning and care. Parents spoken to express their satisfaction with the nursery, and comment that the staff are friendly, caring and conscientious.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY422863
Local authority	Hampshire
Inspection number	742826
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	63
Name of provider	Nursery Rhymes (H.I.) Ltd
Date of previous inspection	Not applicable
Telephone number	02392453926

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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