

Rhymes Nursery (Dudley)

5 Fulbrook Road, DUDLEY, West Midlands, DY1 2BG

Inspection date	22/10/2012
Previous inspection date	13/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very eager to attend nursery, settling in exceptionally well, supported by their key person who thoroughly enjoy the role they play in the children's acquisition of skills, knowledge and abilities.
- Children are extremely well-protected because of staff knowledge and implementation of safeguarding procedures. This duty of care is shared with parents to reassure them of their children's welfare.
- Partnerships with parents and carers are highly respectful, valuing the dual role played out between the setting and the child's family life in contributing to the progress children make.
- The setting works exceptionally well with other agencies and professionals to identify and plan for each child's specific needs and abilities.
- Systems for monitoring practice and supporting professional development are given a very high priority. This has a positive effect in practice as skills and knowledge are cascaded to other members of staff.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff interacting in all care bases and during outside activities.
- The inspector examined a range of documentation, including staff records, evidence of staff suitability, policies and procedures and children's developmental records.
- The inspector took account of the views and comments from a number of parents spoken to during the inspection.
- The inspector undertook joint observations of practice with the manager and members of staff.

Inspector

Patricia Webb

Full Report

Information about the setting

Rhymes Nursery (Dudley) registered in 2008 and is one of a number of settings owned by a private company. It is sited in a single-storey building in Dudley, West Midlands. There are four main care bases with additional use of a soft-play area. There is a fully enclosed outdoor play area.

The nursery is open five days a week all year round from 7.30am to 6pm. A maximum of 60 children aged from six weeks to under eight years may attend at any one time. There are currently 81 children on roll. The nursery supports children with learning difficulties and/or disabilities and children from families where English is an additional language. The nursery is in receipt of funding for two- three- and four-year olds.

There are 16 members of staff working directly with the children, all of whom, hold relevant childcare and education qualifications from level 2 to level 6. The setting receives support from the local authority and works closely with a number of children's centres in the area.

What the setting needs to do to improve further

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

- enhance the educational programme for older, more able children by expanding the opportunities for them to record their findings and plot aspects of their own learning and development, for example, through such strategies as using photographs, bar graphs and drawings.

Inspection judgements

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

Every child in this exceptional setting receives tailored and sharply focused support and intervention to enable them to achieve to their full potential. The highly skilled and intuitive staff deliver rich and varied experiences for the children as they know each child's intrinsic character and plan accordingly. The educational programme is individual to each child given their varying starting points and levels of ability. This is because staff understand that children learn and acquire skills and knowledge in different ways. For instance, older children contribute to the planning through discussion and sharing ideas for activities. A recent visit by a child to purchase shoes has sparked off ideas resulting in the preschool shoe shop evolving. Children discuss the various sizes, colours and uses of the different shoes and staff encourage their thinking skills. A member of staff dons some heeled shoes and asks the child 'assistant' if they might be suitable for dancing or walking up some hills. Giggles erupt as the 'assistant' answers that it would be silly to walk up a hill in those shoes.

Children are extremely motivated in all areas of the setting. The babies crawl or toddle round the furniture to access their own resources and activities. A child selects the roller-

ball toy and seeks out the familiar member of staff to share in the game as together they delight in sending the balls down the helter-skelter. Staff are very familiar with the prime areas of learning and development, using highly effective techniques of open questioning and paraphrasing to encourage speaking and listening. This is further supported for children with developing speech or English as an additional language through the use of Makaton signing and picture timetables and labels. Children talk about having gone on 'listening walks' when they heard a woodpecker. Observations and assessments by staff indicate that children were amazed at how loud it was and a little disappointed that they could not actually see the woodpecker. Children did look up some information in the reference books on their return. Whilst the children discuss their findings and discoveries, opportunities for older, more able children to record their findings for themselves are not fully explored to help them catalogue some of their own learning.

Where children require additional support in speech and language, coordination or their well-being staff work very closely with parents and other professionals to ensure that each child receives consistent and targeted guidance. Children are enabled to manage the transition through the nursery and to other settings with clear emphasis on their emotional well-being and how they cope with change and upheaval. Parents speak with great satisfaction and appreciation for the ways in which their children are supported and cared for. Many parents are knowledgeable about the Early Years Foundation Stage and express pleasure at the opportunities they have to discuss children's progress with the key persons. Parents state that they feel their children have 'come on in leaps and bounds' since attending the setting. They also reflect on how important the setting is in their lives, describing the nursery and staff as an extension of their family. They also refer to it as a homely environment and a place where they can confidently seek advice and guidance on some aspects of their child's development, such as behaviour, weaning and toilet training.

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

All children show increasingly high levels of self-control and confidence during their activities. They hone their self-care skills as staff intuitively support them in washing hands, putting on coats and hats for outdoor activities and enjoy their meal times. Where minor disagreements do occur, children are helped to cope with their strong feelings and where appropriate, staff encourage children to become aware of the consequences of their actions as they say sorry or share their toys. Many of the children show increasing awareness and empathy with their friends. For example, a toddler notices another child's dummy has fallen to the floor and picks it up to hand to the member of staff who thanks the child and asks them who it belongs to.

The key person system is highly successful in ensuring that children feel secure and develop strong attachments with the adults. This helps in settling children in and parents having confidence and trust in the setting. Children gain an awareness of their own safety and understand why certain routines are important. For example, children fetch the dustpan and brush to sweep up the sand 'cos it's slippy' and older children remind each other about using the scissors carefully. All staff hold relevant first aid qualifications and attend to children's minor accidents and injuries with appropriate care and attention, informing parents of any such incidents.

Every experience is seen by staff as an opportunity for children to learn and gain skills for the next stages in their learning. Snack and meal times are promoted as social experiences where children learn to relax, develop their conversation skills and levels of concentration as well as enjoying the healthy options. Staff sit with the children in all care bases to reinforce the social aspect of the time. Parents have the option of providing their children's main meals as packed lunches should they wish. Freshly prepared meals are offered on site by the cook who is fully informed of any dietary requirements or preferences. She is warmly welcomed in the rooms by the children as they tuck in to their meals, asking for second helpings of the home baked cakes and desserts where appropriate.

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

The leadership in the setting is extremely effective in motivating all involved in a shared vision and ambition striving for excellence. A range of systems are used to evaluate impact and quality of practice. This includes the much-appreciated support from the local authority early years team, the qualified teacher from a nearby children's centre and recognised quality rating scales that encourage staff to assess and evaluate the learning environment indoors and outside. Children have also contributed to this by using video cameras to film the setting from their perspective. This has led to a reshuffle of how resources are presented in some care rooms and the lowering of visual displays in the younger children's rooms to extend their enjoyment and awareness of their environment.

Further ongoing monitoring of the planning, observations and assessment processes is undertaken to review consistency in recording, assess staff knowledge and understanding of the learning and development framework and to ensure that children are making progress. Staff seek a high level of information from parents and any other agencies that may be involved in children's care and well-being to plan effectively for each individual.

Robust and highly professional appraisal and supervision procedures contribute to the increasing skills and qualifications among the staff team. Where specific skills, interests and abilities are evident, staff are nurtured in using these to the benefit of the children. The owner, manager and deputy are skilled in observing staff and noting such attributes and this has led to exceptionally targeted support being planned for some children.

The safeguarding arrangements are extremely secure and embedded into the core of all that happens in the setting. The extensive experience in supporting vulnerable children and families means their practice in this aspect is exemplary. Rigorous and stringent staff recruitment and selection procedures are implemented to assure parents that the adults are vetted, suitable to work with children and hold relevant skills and qualifications to offer such high quality care, learning and development. The superb partnerships with parents, other agencies and professionals means that children's needs are quickly and systematically identified and addressed to ensure they have every opportunity to fulfil their potential.

The Childcare Register

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

The requirements for the voluntary 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	EY382012
Local authority	Dudley
Inspection number	821579
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	81
Name of provider	Rhymes Nursery Limited
Date of previous inspection	13/03/2009
Telephone number	01384 458051

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

