

# Nursery Rhymes Langstone

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

<b>Inspection date</b>	28/01/2013
Previous inspection date	15/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 are happy and contented within the nursery and have established trusting relationships with their key persons.
- Staff, parents and the leadership team are all contributing their thoughts to the development of improvements within the nursery which are starting to be implemented.
- Clear, robust procedures in place help ensure staff's suitability and professional knowledge. Through appraisals and regular supervision staff continue to develop their knowledge and skills.

### It is not yet good because

- The educational curriculum for mathematics does not help children in the older age group make continual progress in their mathematical development.
- At times through the day, the levels of engagement with the younger children, particularly in the outdoor learning environment, do not effectively support children their learning and development.
- Children are not fully supported to identify safety risks for themselves or increase their levels of independence through routine activities.
- Shared stories and large group times for older children are not well managed and therefore children who want to listen and participate are disturbed by those who do not.

## 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, children and staff's interaction both inside the provision and in the outside learning environment.
- The inspector held meetings with the owner, manager, key persons and the setting's special educational needs coordinator.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and sampled other required documentation.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection and their recent comments from parental questionnaires.

## Inspector

Kerry Iden

## 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 15 staff work with the children. Of these, 12 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 educational programme for Mathematics, particularly in the main area of the nursery, by increasing opportunities for children to make comparisons in quantity, matching numerical symbols and helping children to recognise different sizes and weights in meaningful contexts
- improve staff interaction with the youngest children, particularly in the outdoor learning environment to engage children in challenging and enjoyable experiences.

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

- support children's independence more and teach children skills in using tools safely for the task in hand through routine times, for example, helping to prepare snacks and drinks
- organise group times to be constructive and meaningful, enabling children to be actively involved by encouraging their contribution
- help children understand risk and how to take care of themselves through routines and spontaneous events.

## Inspection judgements

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

The nursery has made improvements since their last inspection to the way they support the learning and development of individual children. There is a more appropriate balance of adult led and child initiated play through the day. However, in the outdoor learning environment staff are less interactive with the younger children and take on more of a supervisory role. They show less interest in what children are doing and consequently offer them less challenge.

New systems to track children's progress support staff in identifying individual aims for children within the different areas of learning. Through the day and during key group times, most staff use this knowledge to offer their key children experiences that support the identified aims. For example, during small group times, staff offer children shared stories with props to promote listening skills and turn taking while other key groups work on their balls skills as children learn how to catch and kick a soft ball. The observational and assessment records have been adapted to reflect the revised areas of learning. A summary of all children's progress, and the more detailed two-year progress checks are shared with parents.

Babies and children show confidence, separate from parents easily and have secure attachments with their key persons. There are some established friendships amongst some of the older children who seek each other out to play. Younger children are happy to play alongside each other developing their interaction through shared interests. Older children are developing some independence as they make decisions about their play through the free flow opportunities they have between the indoor and outdoor learning environment. Babies, toddlers and older children experience a range of resources that support most areas of their development. However, older children have little opportunity to consolidate their knowledge of mathematical concepts such as numbers, shape, quantity and size. The dedicated maths area is under resourced and too few staff members make use of spontaneous opportunities through play to support these concepts. Babies are keen to explore and investigate, developing their senses through creative play and treasure baskets. Smiles and enthusiasm from babies show their excitement at exploring the texture of paint as they create large shared paintings. Toddlers feel the texture of the sand as they pour it between their fingers and enjoy sticking activities allowing them to be creative. Older children are keen to investigate how different resources can be used in the sand. For example, as they make marks using a variety of resources or use items such as coconut shells to make unusual sand castles. Children use good questions to increase their understanding, for example, during water play a child asks "why is the water is green" as they search for different objects below the water line.

Most children are developing their skills of communication. Staff in the baby area maintain good eye contact and promote sounds through babbling and puppet play which babies respond to positively by trying to copy. Older children are using resources to develop their knowledge of phonics, for example, as they match words and pictures through adult-led activities. Key persons and the nursery's special educational needs coordinator have been

developing additional systems for communication to support those with English as an additional language and those with communication delay. Communication fans offer children a pictorial guide for communicating and the use of signing from some staff further supports this. The inclusion of some basic words in children's home languages shows respect and values their heritage. The special educational needs coordinator liaises with key persons and parents to support families with English as an additional language and those with special educational needs prior to gaining the support from appropriate outside agencies.

Outside, older children become involved in group games or choose to practise their skills in manoeuvring around objects using wheeled toys, developing their coordination. All children and babies have some opportunities to mark make through different activities. Becoming involved in creating large chalk pictures on the floor encourages older children to express themselves creatively and staff encourage them to talk about what they have drawn. With dedicated book areas for children the staff are trying to create a quiet space to enable children to enjoy shared stories or independent reading. Large group story times do not work particularly well. Noise levels are high and disinterested children disrupt the quality of this activity for others.

Staff join in with most of children's play, they notice when children are less involved in purposeful play and support them to find something of interest. Some open-ended questions are used to extend children's language and thinking although this is not consistently applied. Key persons have a sound understanding of their key children enabling them to support identified areas of development. Through regular exchange both verbal and through sharing written observations and assessments, parents are kept up to date with the progress their children are making.

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

Babies and children have developed warm, trusting relationships with their key persons. Staff spend time with parents when children first start in the setting to find out about babies' routines and comforters to help babies settle into the nursery. Those routines are followed to offer personal care to babies and ensure their individual needs are met. Information is shared with key staff as children move through the different areas of the nursery to make sure transition is as smooth as possible. Babies and children are developing relationships with each other and key staff from other areas. The arrangement of low-level furniture in the baby area means that babies can observe the activity of older children and staff in other areas. This also fosters the development of bonds with staff and other children before babies move onto the older areas.

Behaviour throughout the whole nursery is generally good. Staff re-direct children onto different activities where needed and promote sharing and turn taking through group times. Children are safe and secure in the setting; however, there are missed opportunities for children to learn how to keep themselves safe. For example, staff do not explain hazards such as spilt water on the floor at the water tray as they clear it up or the dangers of throwing sand, to increase children's awareness of risk. Snack and meal times

are a social occasion and through discussion, children are developing an understanding of the importance of healthy foods as part of a healthy lifestyle. Parents are encouraged to supply healthy items in lunch boxes or children can have hot cooked food that is bought in to the nursery. Individual arrangements to suit diet or stages of weaning for younger children are individually arranged with parents. However, meal and snack times do not support children's skills of independence. They are unable to become involved in the preparation of their food as snacks and meals are prepared and served by staff. All children are developing their understanding of the importance of following effective hygiene routines. Routine times promote hand washing and staff act as good role models. Older children have the confidence to complete these tasks independently and understand why. While older children enjoy the free flow opportunity to access outdoor play, all children and babies have regular opportunities to play in the fresh air which supports their good health.

The nursery is equipped with appropriate furniture and resources. Furniture is arranged to create base areas for the different age groups of children. This gives children a sense of belonging. The low-level furniture allows children to see each other within the different areas, which supports their transition. Although the different areas are generally well resourced, there are areas, which show a lack of care, such as display boards with half-written words, a maths area with limited resources and children's scribbles on the walls. Children can access additional resources around the setting from the open storage units, which promotes their decision-making skills.

Children are prepared well for the transition to school. The systems for transitions through the nursery ensure children's needs are met with a good handover of information between the key persons. In addition to the verbal communication, key persons complete a record of development summary for both parents and the child's next key person to support children's ongoing development. As children prepare for their transition to school they are supported through positive discussions, books and role-play resources to build their confidence.

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

The newly formed leadership team and the staff have increased their understanding of how to promote the learning and development requirements of the Early Years Foundation Stage. With new systems implemented, staff are tracking key children, recording their observations and generally identifying aims to support children's ongoing development. The setting offers a range of activities and resources that generally support most areas of learning. Teaching across the nursery is generally sound, although some staff offer good levels of challenge and interest as they support children's play. Designated staff are supporting other practitioners to increase their knowledge and confidence in delivering the curriculum.

There is a positive attitude from all to raise standards and make positive improvements within the setting. The staff team collaborates on identifying changes they consider will

have the greatest impact on the children while the leadership team also evaluates and identifies areas for development. Along with completed questionnaires and discussions with parents, the manager is collating all feedback to work out a priority order for improvement. Feedback from the last inspection has been positively accepted and the management have been proactive in addressing areas that were a concern. The systems in place for staff supervision and appraisals have also been under review. Induction systems are in place for new staff and although formally appraisals are completed twice a year, the deputy manager works with the whole staff team daily to identify ongoing areas of professional development.

The leadership team and staff have a secure understanding of the safeguarding and welfare requirements of the Early years Foundation Stage. Systems for safeguarding are well embedded and all staff know what procedures to follow if they have a concern about a child's wellbeing. Staff complete basic training with additional training completed by the designated child protection officer who takes the lead in this area. Individual arrangements are made with families to ensure a safe handover of children is completed. Key persons act in the best interest of the children if they become unwell or in the event of an accident. Procedures for completing details of accidents, incidents and pre-existing injuries are in place and used to safeguard children. Staff know to record any accidents including very minor ones and the manager checks that all parents are informed of any injuries to their child. The environment is safe and secure with all parents and visitors having to gain entry through a secure buzzer system. There are robust procedures in place to assess the suitability of new staff and the ongoing suitability of existing staff members. All documentation required for the safe and efficient management of the provision is appropriately maintained and available for inspection.

The nursery is keen to work in partnership with the parents. A complaint was received by Ofsted that raised concerns about the information shared by staff with parents. An investigation was carried out and welfare requirement notices were issued to ensure that parents are told about accidents promptly and that information is shared about the food children eat and what they drink. It was also found that not all documentation required for the safe and efficient management of the provision was available for inspection at the time. Since this the provider has taken positive steps in response and was found to be meeting requirements when a monitoring visit was completed and requirements continue to be met. The partnership with parents has been improved. All parents are invited to spend time with their children within the nursery through the day which allows key persons to verbally share information on a regular basis. In addition, parent consultation meetings provide parents with an update of their child's progress. Information about general topics and events are shared with parents so they can continue to chat about this at home. The nursery extends partnership working with other early years settings the children attend. Transition books are used as a communication tool between practitioners to share information about children's development. Therefore, children can continue to be supported in specific areas of their development.

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

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY422863
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	896390
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Nursery Rhymes (H.I.) Ltd
<b>Date of previous inspection</b>	15/10/2012
<b>Telephone number</b>	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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