

Rhymes Nursery

835 Hagley Road West, Quinton, BIRMINGHAM, B32 1AD

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children form good attachments with staff, who provide flexible settling-in procedures and one-to-one interaction. This helps children to feel safe and secure and also supports their transition from home.
- Staff use some effective teaching methods; they follow children's lead in their play and ask open-ended questions to extend and support children's critical thinking.
- There are good partnerships with other professionals, which ensures that both children and families receive the correct support and care they need to meet their individual requirements.
- Staff make effective use of toys, equipment and furniture to support and promote children's learning and independence. This allows children to make decisions about their play.

It is not yet outstanding because

- Children do not have enough opportunities to move freely between indoors and outdoors to further promote their learning and development.
- Staff do not fully explore how parents' views can further support areas for development in the nursery for the benefit of children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the nursery.
- The inspector took into account the views of parents through telephone discussions.
- The inspector looked at children's development folders, children's and staff's files and a selection of policies and daily records.
- The inspector spoke to the registered person, the manager, and other staff throughout the inspection.

Inspector

Kashma Patel

Full Report

Information about the setting

Rhymes Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is one of three privately owned nurseries and operates from the ground and first floor of a property in the Quinton area of Birmingham. The nursery serves the local area and is accessible to all children. There is access to an outdoor play area.

The nursery is open Monday to Friday for 51 weeks of the year, excluding Bank Holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 16 children on roll who are in the early years age group. The setting supports children with special educational needs and/or disabilities.

The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one staff member who is working towards an early years foundation degree. One member of staff is unqualified and working towards a level 3 qualification. The setting has regular students on placements from the local college. It receives support from the local authority early years team.

What the setting needs to do to improve further

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

- extend opportunities for children to move freely between indoors and outdoors to further enhance their physical skills and make choices about their learning
- build on the self-evaluation by extending how the views of parents are incorporated, so they are more involved in the process of ongoing improvement.

Inspection judgements

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

Children make good progress in all areas of learning as they move freely around the playrooms. Staff carry out observations on children to identify the next stage in their learning. They make good use of the 'Development Matters in the Early Years Foundation Stage' guidance, to help track children's development and plan for their next stage in learning. Staff plan well for groups and individual children. For example, a water activity enables younger children to have fun as they splash in the water, while older children learn about volume and capacity as they fill containers up with water.

Staff complete the progress check at age two which helps to plan for the next stage in children's learning. Staff use some good methods to help children learn. For example, they use open-ended questions and follow children's lead in their play, which encourages children's natural curiosity to learn and develops key skills in their future learning. Children enjoy action songs and stories, which supports their language and communication. Babies enjoy the stimulation from different textures in books, which supports their learning. Children learn about colours, shapes and numbers as they play with construction toys and wooden bricks. They develop their imagination as they enjoy role play activities. For example, children make cups of tea for staff and care for dolls as they feed and change them. This also supports their emotional development as children prepare for new babies in the family. Children explore paint as they mix different colours to create another shade. They confidently name several colours, which supports their learning. Children extend their learning as they decide to paint their own hands and ask staff if they would like their hands painted too.

There are effective procedures to ensure parents are fully involved in children's learning. Staff provide detailed information about activities children take part in the nursery and also make suggestions about how parents can further support their children at home. Children develop a good range of physical skills as they use the outdoor area and equipment at the local park to help develop large muscle skills. They develop their coordination as they play with balls and push wheeled toys, such as pushchairs, both indoors and outside. However, there is scope to further develop children's physical skills, for example, by allowing children to move freely between the indoor and outdoor area to further develop their independence.

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

Children develop warm and positive relationships with staff which help them to feel secure and initiate their own play. They clearly benefit from the one-to-one interaction which supports their confidence and self-esteem. The key person system ensures they have good procedures to collect information and share this with other staff to make sure children continue their good progress, especially if they are away on training or annual leave. For example, staff talk to parents to find out about children's interests, the language they speak at home, and what they can do before they start the nursery. This information is used to plan play opportunities for children and also supports their transition from home into the nursery. Staff prepare children well for the next stage in their learning, such as starting school. For example, they encourage children to be independent through role play activities. Children dress up in school uniforms and learn to put shoes and coats on, which supports their self-help skills. The nursery provides a range of healthy snacks, such as fresh fruit and breadsticks, which meet children's individual dietary requirements. Parents provide healthy packed lunches for children who attend all day. Children bring in their own cups and bottles of drinks from home, which gives them a sense of security and belonging.

Staff make good use of the local community to ensure children are able to maintain a healthy lifestyle. They enjoy walks in the neighbourhood and go to the local supermarket to buy fresh fruit. Children learn about road safety on outings and they know they have to

listen and look both ways before they cross the road. They learn to use equipment, such as scissors, safely as they comment 'mind your fingers'; this means they know that they can hurt themselves if they are not careful. Children are well behaved due to staff's consistent praise and encouragement. As a result, children learn to consider each other as they share and take turns with resources. Children have access to a good range of toys, equipment and furniture, which promotes their learning and also enables them to be fully involved. For example, at snack time the smaller sized tables and chairs allow younger children to join in with other older children who sit on bigger chairs and tables.

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

Children's welfare is protected because staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is in place to ensure all staff are aware of their responsibilities to make sure children are safe from harm. Rigorous recruitment and vetting procedures ensure all staff and students who work with children are suitable and have undergone appropriate safety checks to determine their suitability. Further procedures to safeguard children in the nursery include signing the visitors book and identity checks. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside the nursery and when on outings. As a result, children are able to explore and play safely in their environment.

Staff work well with parents and other external agencies, such as the local children's centre and early years team from the local authority. As a result, children and their families receive the support they need to learn and achieve in their community. Daily verbal feedback and access to learning journals keep parents well informed of their children's progress. Staff ensure that newsletters provide information about future events and topics, which enables parents to be more involved in their children's learning. Parents express their satisfaction with the care they receive at the nursery. They state that children are happy and settled and that staff keep them well informed about their children's daily progress.

Staff have a good understanding of the learning and development requirements and receive regular support from the owner and senior staff to ensure the educational programme is effective. Regular team meetings and staff supervision further help to identify areas for staff development, which includes further training. For example, staff have attended training on how boys and girls learn, and this helps to enhance children's learning for individual groups. An effective system is in place to reflect and promote continuous improvement. For example, staff have moved to the ground floor to promote children's independence and safety. The nursery is one of three settings owned by the same person. As a result, there is good communication and information sharing among staff to enhance practice and support ongoing development. Parents' requests for creche facilities have been addressed, which means children have opportunities to learn and socialise with other children before they commit to a place at the nursery. However, there is scope to further involve parents in the process of improvement by extending and exploring their views in more depth.

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
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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 action. 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	EY451952
Local authority	Birmingham
Inspection number	884136
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	16
Name of provider	Rhymes Nursery Limited
Date of previous inspection	not applicable
Telephone number	07792 064656

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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, which are usually the childminder's 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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