

Rhymes Nursery 2

Twelve Acre Approach, Kesgrave, Ipswich, Suffolk, IP5 1JF

Inspection date	05/04/2013
Previous inspection date	10/11/2008

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		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

- Managers work well together to drive forward positive changes which improve provision for children.
- Staff are good at interacting with children, they get down to their level and use effective questioning. This helps children engage with activities and sustains their interest.
- The planning identifies children's individual needs and next steps are included, the observations undertaken are clearly linked to all areas of learning.
- Children develop strong relationships with their key person because staff are warm, caring and enthusiastic in their approach.

It is not yet outstanding because

- Toddlers are on occasion less able to choose activities and play purposefully, particularly during holiday periods, because they do not always adapt well to moving rooms.
- Staff are not always successful in engaging all parents in sharing information about children's learning. This means that on occasions there is a lack of continuity between the home and nursery.

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 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 activities in the playrooms inside and the outdoor play areas.
- The inspector spoke to staff, children and managers at appropriate times during the inspection.
- The inspector looked at a range of documentation including children's assessment records and the nursery's self-evaluation documents.
- The inspector took account of the views of parents, spoken to during the inspection visit.

Inspector

Debbie Kerry

Full Report

Information about the setting

Rhymes Nursery 2 was registered in 2005. It is one of 14 settings that are privately owned and managed by Little Joe Limited. The nursery operates from a purpose built premises in Kesgrave, on the outskirts of Ipswich, Suffolk. The nursery serves the local area and is accessible to all children. There is a secure enclosed outdoor play area available for physical play.

The nursery is open Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 75 children attending, who are within the early years age range. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Funded early education is provided for two-, three- and four-year-olds. The nursery is currently supporting a number of children with special educational needs and/or disabilities and has strategies in place to support children who have English as an additional language.

There are 20 members of staff, including a cook and handyman. Of these 18 staff work directly with the children, 15 hold relevant early years qualifications at level 3, one has a qualification at level 2 and two are unqualified. One member of staff holds Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- devise more creative ways to engage all parents and make use of the information they share about their children's learning so that continuity of care and learning is embedded between home and nursery

- improve the grouping of children during holiday periods to ensure that toddlers are better supported in making sense of changes in routine and can choose activities and play purposefully.

Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery to establish children's starting points, identify their interests and get to know their key children well. This together with the careful observation and assessment of children, staff plan and provide activities that take into account children's interests, individual stages of

development, provide challenging activities that are both adult and child-initiated. Children's development records, such as their learning journey folders are updated with their progress and clearly linked to the seven areas of learning. Consequently, children undertake a wide range of activities which support their learning and ensure that they make good progress towards the early learning goals and school.

Activities for babies are set out well to ensure that they are able to participate at their own level. For example, when playing with balls outdoors, toddlers are encouraged to develop their skills to kick and throw, while staff inside model the stacking of bricks to young babies. Children are able to demonstrate their understanding of this and repeat the task and behaviours to support their own learning, causing much laughter and enjoyment. Early language skills are fostered well by staff among babies and toddlers. Babies babble and toddlers try out new words in response to conversations, story telling and singing with staff. A wide range of cause and effect toys, such as toy telephones, which make noises, are used well by staff to introduce young children to early technology. As a result they begin to explore colour, shape and sound and are introduced to numbers in a playful way. Staff also introduce babies to natural materials and activities, such as painting and gluing. Consequently, children are able to explore materials and develop their sense of touch and smell.

Older children enjoy looking for and finding their own names with their parents when they arrive, in order to register their presence. This helps to develop their understanding that the printed word carries meaning. Children's understanding of mathematics is developed through play experiences, by counting bricks and by tying string together to measure how big the nursery is, consolidating their learning. Staff talk about how many more pieces are needed until they can reach the other side of the room. Children are developing their understanding of technology as they listen to music, they can press the correct buttons to play and stop the CD. Children are involved and enjoy a foot printing activity. They use brushes to paint their feet and then make prints on paper, exploring the sensations of the brushes and paint on their skin. They are supported by staff to wash and clean their feet afterwards and put on their shoes and socks which also helps to support their independence. Staff provide a variety of containers in the sand and water and talk with older children about filling and emptying, as well as weight. As a result children are developing a good understanding of capacity and volume as they fill and empty containers with water and dig and explore the sand. Children enjoy looking at books and listening to stories. The staff are always willing to find a cosy place to read a child's favourite story and talk to them about the pictures. This means that children are developing a love of books and an interest in story telling.

Staff value the information that parents share with them about their child's development, particularly at the start of a placement. They use this information well to provide children with activities that interest them and help them settle in. Parents are also provided with opportunities to add written comments to their children's development records and on the notice board to share achievements that have occurred at home. Staff recognise that some parents prefer not to write in this way but instead pass on information verbally. However, staff do not always make as much use of this information to provide continuity in learning between the home and nursery.

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

Staff have developed the outdoor area really effectively to provide all children with places to dig, plant flowers, explore, climb, hide in dens and run. Consequently, children are enthusiastic about outdoor play and exercise. They are developing strong physical skills and are confident to climb, jump and balance. This also helps them to develop a positive attitude to exercise and effectively promotes their health.

When children start, they are provided with a key person to help them develop close bonds, to settle-in and feel secure. Babies settle-in quickly because staff follow routines discussed and agreed with parents and encourage gradual visits before hand. Children have positive role models from both the male and female members of staff, this helps children learn that all adults and children are valued and included within the setting. Designated staff hold additional qualifications so that children with special educational needs and/or disabilities, can be fully supported with their learning. Children learn about the wider world and other cultures and beliefs through a range of planned activities throughout the year. Where English is a second language, staff seek support from the children's parents to obtain words in their home language to use when communicating with children. Staff have begun to learn Makaton sign language to help with supporting non-verbal children in communicating their needs. Children are able to make choices in the resources they play with, as they are stored within their reach.

Children are provided with a range of fresh fruit and vegetables for snacks and meals to promote their health. The nursery cook prepares the snacks and meals for children and ensures that their individual dietary needs are fully met. Staff ensure that all children's health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children are developing their self-care skills, because the staff support them appropriately with cutting up food for snack and spreading toppings on bread. Children are developing a good understanding of personal hygiene routines and their self-care skills as they wash their hands after using the toilet and before eating. Staff encourage older children to use safety knives to cut their own fruit which helps the children to be independent and learn about keeping themselves safe. Staff talk to children about their behaviour and encourage them to share and take turns. Consequently, children learn expected codes of behaviour and display good manners to each other and staff during the sessions.

Staff generally manage change for children well. Children readily settle in new rooms, cope with changes to their routine and willingly try new experiences. This is because the staff share children's assessment records with each other and enable children to spend short periods of time in other rooms. However, during some holiday periods, children experience a more relaxed routine and sometimes join up with others. For example, the toddlers join the pre-school room and experience being with older children and using different resources. Most children enjoy this experience and cope well. However, some of the younger ones find it more difficult to join in with some activities as staff are busy with others.

The effectiveness of the leadership and management of the early years

provision

Children's welfare, learning and development in the Early Years Foundation Stage is effectively supported by the experienced and well-qualified staff. Managers effectively oversee and plan an educational program of activities which includes all seven areas of learning. The management team has implemented clear procedures for evaluating and monitoring their good practice and has identified areas for improvement to benefit children's learning and development. For example, the outdoor area has been much improved to broaden children's experiences in all areas. They make good use of their own self-evaluation and also feedback from reviews on their practice and the environment from the local authority. All staff are involved and included in reviewing their practice so that positive changes can be put in place to support continuous improvement. Parents are sent regular questionnaires asking for feedback to help the nursery in making continued improvements to their practice to benefit children.

The nursery has developed good relationships with parents and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. Parents are kept informed and involved in their child's progress, as they can discuss their child's records with staff at any time. There are regular key person meetings, so that parents look at their children's assessment records. Parents are kept informed about the provision through the notice board in the entrance and they are provided with copies of the nursery's policies and procedures. The nursery has in place clear procedures to exchange information with other settings children attend. The nursery copies and exchanges the summary sheet on children progress, so that both settings have a clear picture of where children are in their learning. Teachers from the local primary schools come in to meet the children to help them to develop relationships and familiarise themselves with their teachers, to ensure that they feel settled and are fully supported with transitions.

The safeguarding and welfare requirements are understood well and there are effective procedures in place to safeguard and promote children's welfare. All staff have a good knowledge and understanding of safeguarding issues and attend training to ensure that they are aware of the signs and symptoms of abuse and know who the designated person is to whom they would report any concerns. Staff ensure that the premises are secure and the intercom entry system ensures that only staff can admit parents and visitors so children remain safe.

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 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	EY303065
Local authority	Suffolk
Inspection number	907819
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	75
Name of provider	Little Joe Ltd
Date of previous inspection	10/11/2008
Telephone number	01473 631711

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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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