

Nursery Rhymes

Mill Rythe Junior & Infant School, Havant Road, HAYLING ISLAND, Hampshire, PO11 0PA

Inspection date	06/08/2013
Previous inspection date	11/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Staff generally have a sound understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.
- Children have a good range of resources and activities to participate in.
- Children's progress is monitored and any gaps in the curriculum are identified and addressed.

It is not yet good because

- During some activities, children's learning is not always effectively promoted due to inconsistencies in the quality of staff interactions and the effectiveness of teaching.
- Parents are not always aware of their child's key person and are not always given information about how to extend their child's learning at home.
- Children's independence is not promoted at snack and meal times and free flow play between the indoors and the garden is not always readily accessible.

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 had discussions with the owners, staff, children and parents.
- The inspector sampled the records kept on the children, including their learning journeys.
- The inspector observed the interaction between the staff and children.
- The inspector observed the children undertake a range of activities.
- The inspector undertook a joint observation with one of the owners of the nursery.

Inspector

Amanda Shedden

Full Report

Information about the setting

Nursery Rhymes is a privately run nursery based in the Mill Rythe Infant and Junior campus, on Hayling Island in Hampshire. It registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery caters for children from six months to five years and there are currently 40 children on roll in this age range. The nursery supports babies and children who have special educational needs and/or disabilities. There is easy access for wheelchair users and good links with the host schools. The nursery operates from a purpose-built building. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. Children have access to a fully enclosed garden for outdoor play. The nursery employs 13 members of staff including the owners. 11 have appropriate early years qualifications, with two members of staff training to higher qualifications.

What the setting needs to do to improve further

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

- improve the effectiveness of teaching and the quality of staff interactions to provide consistent experiences to promote children's individual learning.

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

- extend the information available to parents and carers to make sure they are always aware of who their child's key person is, and they are fully aware of ways they can continue to be involved in their child's learning at home
- increase opportunities for children to develop their independence, for example, by pouring their own drinks at snack and meal times
- find ways to make children's access to the garden easier, for example, by improving the entry and exit systems and making sure all children understand they can choose to play outside.

Inspection judgements

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

Children are making sound progress in most areas of their learning in relation to their starting points. Staff spend time observing and tracking children's learning and make plans for focused activities to help the children progress. Regular assessments are made on the children which helps identify any learning needs. The assessments are also used to inform the two year old progress check, which is shared with the parents. Children's learning and development is in line with the expected developmental ranges for their age groups. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of learning overall.

Children use their imaginations well during role-play; they enjoy making slings for the staff who have 'broken arms'. They use the stethoscopes to check how all their friends are and write out notes about their illnesses. However, the quality of staff interaction and the effectiveness of teaching is not consistent through the day. For example, when children use their imaginations to go for a train ride to a theme park staff do not try and extend their thinking or learning, for example, to count how many children there are. They do not ask open-ended questions or encourage the children to think about what they would do when they arrive and the park is closed. This means opportunities to help children to solve problems and extend their communication and language skills are sometimes missed.

Children select resources and choose their own activities; however, the free flow into the garden is not fully in place. Children are at times prevented from going outside as the use of a gate is a physical barrier to them going out. Younger children may not be aware that they can use the outdoors if they ask. Children with additional needs are well supported; they are offered one to one support and this helps them make good progress in their learning.

Parents are made aware of the activities their children have access to each day through discussion and this is also recorded on the board in the room. However, parents are not made aware of learning activities that they could extend at home which would help their child develop further.

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

Children are happy and settled at the nursery. Staff spend time getting to know their key children, with a six week induction for new children. This enables them to observe the child and share information with the parents to ensure the children's individual needs are being met. Young children and children with additional needs have made positive and secure relationships with their key person and will actively seek them out. However, there has been a change of staffing and not all parents of the older children are aware of who their child's new key person is.

Children's behaviour is good and consistently managed by the staff. The organisation of the sessions and the deployment of staff enables them to quickly intervene or positively divert the children's behaviour. Staff are good role models, talking quietly to the children and praising their efforts. Consequently, children form positive relationships with members of staff and their peers as their self-esteem and confidence is promoted well.

Children demonstrate they feel safe at the nursery. Their independence is encouraged at times as they choose what activities they would like to participate in, either indoors or outside. When children access the outdoor play area they enjoy a range of physical activities.

Children undertake activities that help them gain an understanding about healthy eating. Their self-care skills are encouraged at times, for example, children take themselves to the bathroom at appropriate times. They also wash their hands before eating and sit together making eating a social occasion. However, children are not encouraged to be independent at meal times. Their food and drink is served for them and staff decide what they can have out of their lunch kits. This limits the children's understanding about portion control and the development of their independence skills, such as pouring their own drinks.

Children have a range of good quality resources to choose from. Many of them are displayed to encourage children to self select. The role play area is changed frequently to offer children different role play experiences, for example, this week it is a doctors and next week it will be a hairdressers. Children can select mark making materials easily and each day there are a selection of messy play activities to engage with.

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

Safeguarding in the nursery is effective because all staff have a clear understanding of child protection procedures and know how to implement them. Staff have attended safeguarding training and are aware of the issues around child protection. Written policies and procedures are in place and shared with parents to help them understand the nursery's role and responsibilities towards their children. Staff carry out daily checks of all areas and complete full written risk assessments regularly. As a result, children enjoy a safe and secure play and learning environment.

The inspection was brought forward as a result of the nursery informing Ofsted of a safeguarding incident relating to managing children's behaviour. Evidence gathered at the inspection finds the nursery continues to meet the requirements relating to safeguarding children and managing their behaviour. This means the provider is not required to take further action relating to these aspects of the Statutory Framework for the Early Years Foundation Stage or the associated requirements of the Childcare Register.

The owner monitors the planning and delivery of the education programme. She meets with staff regularly to identify any gaps in children's learning and build upon the child's previous achievements. Recently, for example, she identified that children were not having enough opportunities to explore all aspects of mathematics. She discussed this with staff and more resources were obtained and staff adjusted their practice so that more time was made available for the children to explore different aspects of this area of learning. Regular appraisals and meetings take place with the staff. This enables them to highlight

strengths and areas for development in practice and identify training to promote their professional development.

The owners have evaluated the nursery to drive improvement and ensure continuous development. The nursery has made many changes in the last few months to improve the outcomes and learning environment for children. They have recently updated the garden and added further large resources, such as a climbing frame and a boat, offering the children a wider variety of activities in the garden.

Staff work closely with any outside agencies that are involved with the children, for example speech therapists or area special needs co-ordinators. Staff support children's move to school. They spend time in the school next door and reception teachers from all the schools the children will attend are invited in. Babies are already very familiar to the staff, due to the layout of the room and garden, which also offers a smooth transfer to the area for older children.

There are systems in place for the transfer of information between the nursery and the parents or carers. They are given regular information about the activities at nursery and each term they meet with their child's key worker to discuss their child's progress. However, parents and carers are not offered ongoing information about their child or the next stage of development the nursery are working towards with their child. Parents state they are very happy with the nursery; they can see the progress their children are making and their children enjoy coming here.

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	EY360864
Local authority	Hampshire
Inspection number	930501
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	40
Name of provider	Nursery Rhymes (H.I.) Ltd
Date of previous inspection	11/11/2009
Telephone number	023924 60926

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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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