

Nursery Rhymes

2 Bolton Road, Addingham, ILKLEY, West Yorkshire, LS29 0NR

Inspection date	05/08/2013
Previous inspection date	05/05/2011

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

- Children are confident, purposeful learners who make very good progress. They enjoy a wide range of rewarding learning experiences, which are well planned by key persons who have a good knowledge of each child's interests and next steps of learning.
- Practitioners are friendly and very approachable. They have good relationships with parents and regularly exchange information with them and keep them fully informed about their children's care and progress.
- Observation and assessment are used effectively to precisely identify children's next steps in learning and to plan activities to build upon their current interests.
- Practitioners make very clear their expectations for children's behaviour, which means that children behave well and respond positively to others.

It is not yet outstanding because

- Highly successful strategies have not yet been fully developed to engage all parents in children's learning.

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 children during various indoor and outdoor activities.
- Joint observations were conducted with the manager during adult-led and child-led indoor activities.
- The inspector spoke with different practitioners during the inspection.
The inspector looked at a sample of children's assessment records, planning documentation, evidence of suitability of practitioners, self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

Nursery Rhymes is a privately owned nursery and was registered in 2001. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms, within a four storey end terrace property in the village of Addingham. The nursery serves the local and surrounding areas and has strong links with other local childcare providers. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 59 children may attend the nursery at any one time. There are currently 65 children attending who are within the early years age range. The nursery also offers care to children aged over five years. The nursery provides funded early education for three- and four-year-old children.

The nursery employs 15 child care practitioners. Of these, the manager holds Early Years Professional Status, two hold appropriate early years qualifications at level 4, seven at level 3 and two at level 2.

What the setting needs to do to improve further

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

- enhance the effective ways of working with all parents to support them in working in partnership with key persons for continuity in all children's learning and development.

Inspection judgements

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

Children are very happy at the nursery. They are active learners who are very eager to join in and have fun as they learn. Children enjoy and benefit from a comprehensive range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences. Overall, children are confident and positive in making their own choices and developing their own play ideas. Consequently, children are developing securely and making good progress in all seven areas of learning.

Throughout the nursery practitioners demonstrate effective teaching methods to support children's learning. They successfully promote the communication and language skills of all

children. For example, children eagerly join in singing familiar action songs and rhymes. Older children are confident speakers and are keen to introduce themselves to visitors to the nursery. Practitioners effectively interact with children's play, talking to them clearly and extending their vocabulary as they describe what they do. They listen intently to what children say and do, ensuring they feel valued and boosting their self-esteem and confidence. Skilful questioning by practitioners extend children's thinking and they gently guide children to develop their skills as they play alongside them. Practitioners encourage children's development in early literacy as children are eager to share books with them. They chalk their designs outdoors, talking about the marks they are making and what their pictures say to them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use a wide range of different tools for making marks to practise early writing skills. Children are making good progress towards the early learning goals. They are active learners, are creative and think critically because practitioners allow time for them to respond and sensitively listen to their views.

Practitioners demonstrate a highly effective understanding of the learning and development requirements for the Early Years Foundation Stage. Key persons plan extremely well to support children's individual needs by using individual planning and precise assessments. They look at children's starting points when they enter the nursery and involve parents in this process. Practitioners make observations of each child and use this information, alongside photographs and examples of children's work, to build up a picture of each child and identify any areas for development. The ongoing assessments feed into the 'progress check at age two'. Practitioners actively involve most parents in their children's learning at every opportunity. For example, parents are welcome in the nursery to discuss their children's learning at any time. Parental feedback is requested on the termly summary assessment sheet, which is sent home. This allows parents to suggest ways in which they would like their child's key person to support the next stage of learning.

All children, including those who attend the before and after school and holiday club, enjoy a varied range of arts and crafts activities and benefit from the broad range of experiences on offer. Consequently, children enjoy their time and show sustained levels of interest in their play and learning.

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

Practitioners greet children very warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from practitioners. This is because the nursery implements an effective key person system. Practitioners take time to know children and their individual needs and personalities prior to starting. Settling-in sessions are offered so children are given time to familiarise themselves with their new environment and build positive attachments with their key person. Transitions between rooms are well promoted as children visit rooms they are due to move to and their learning journals accompany them so practitioners know what they can do. Parents are included in transitions as they are asked their opinion about when their child should move so they know what developmental stage their child is at. A particular strength of the

nursery is the robust procedures and preparation for children's transitions to other settings, including school. Small group activities, discussions, visits and close partnership working with parents and carers all supports children effectively at this potentially stressful time.

Children are extremely happy at the nursery and very content to engage in their play. Practitioners are highly skilled in their roles and are sensitive to children's needs. They help children to securely develop their growing independence and active exploration through their play. Babies receive lots of cuddles and verbal and non-verbal interaction throughout the day, which means they feel settled, safe and very content. Staff supervise children well so they are supported in managing risks, for example, as they play outside on bikes and tractors. Children display positive behaviour because the practitioners are good role models and clearly demonstrate what is acceptable behaviour. They are skilled in using a range of sensitive techniques to ensure that children clearly understand the rules and boundaries of the nursery. They are actively encouraged to share and take turns as they play with their peers. As a result, children play cooperatively together and show respect for one another.

Practitioners actively promote healthy lifestyles and make choosing healthy foods a natural part of the daily routines. Mealtimes are relaxed and happy social events. Children enjoy the healthy, home cooked meals, which meet their dietary requirements. Practitioners use these opportunities to teach children about foods that are good for them and encourage them to try new foods and find out where they come from. Children care for the plants they have grown, such as lettuce, tomatoes, strawberries and plan to eat them when ripe. Children's self-help and independence are fully supported. They relish playing outdoors, developing their physical skills and exploring the natural environment.

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

A great strength of this nursery is the exceptionally strong management, which ensures that high standards are maintained, benefiting both parents and children. Managers and leaders have a good knowledge of the Statutory framework for the Early Years Foundation Stage and implement this effectively. The quality of teaching is good because practitioners work together as a team to support children effectively in their learning. They make time to listen to children and provide a wide range of interesting and challenging activities for them to take part in. Practitioners have a good understanding of how children learn in order to support each child's learning and progress. Observations and assessments of children are robust and clearly highlight the next steps in their learning. This ensures that children are ready for their next stages in learning and are well prepared as they move on to school.

Arrangements for safeguarding are excellent, firmly embedded and understood by all practitioners, who have completed core safeguarding training. Practitioners are knowledgeable in protecting and safeguarding children and clearly know the procedure to follow should they have any concerns about a child in their care. Robust procedures are in place to ensure all practitioners are checked to ensure they are suitable to work with

children. Policies and procedures are well written and are accurately reflected in practice by all practitioners, ensuring that safeguarding children is of paramount importance.

Partnerships with parents are good and parents, generally, have access to a broad range of information about their children's learning and development. Practitioners value the contributions that most parents make in relation to extending children's learning and the two-way communication system. These partnerships support the high achievements of children attending. However, the good strategies in place for partnership working are not always successful in involving all parents, to ensure children's learning is progressed as well as possible. Parents comment that they are happy with the progress their children are making at the nursery. Links with shared settings are well established and practitioners are proactive in liaising with them to share children's progress. This ensures that children's next steps in learning are effectively met and their care, learning and development is complemented and shared effectively. There are highly positive arrangements to promote children's confidence when moving on to the next stage of their learning, particularly in relation to the partnerships with feeder schools and teachers.

Managers and leaders have a clear understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The manager oversees the planning for the educational programmes. She views each child's development record and the individual planning made by the key person. Such rigorous monitoring systems ensure all children are making good progressing in their learning. Practitioner appraisals help identify areas for their professional development to increase their already good practice. The manager welcomes the views of everyone involved in the nursery to help evaluate their practice. Regular team meetings and feedback from parents and children contribute to the self-evaluation process. The action plan shows the management team has a clear vision for the future and make continuous improvements to benefit children.

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	957307
Local authority	Bradford
Inspection number	926042
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	100
Name of provider	Nursery Rhymes LLP
Date of previous inspection	05/05/2011
Telephone number	01943 839000

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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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