

# Nursery Rhymes

73 Woodhouse Hill, HUDDERSFIELD, HD2 1DH

## Inspection date

Previous inspection date

30/09/2013

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's communication and language and literacy skills are developing well because staff use a variety of techniques effectively to support the children's learning.
- Children, who speak English as an additional language and those children with special educational needs and/or disabilities are very quickly identified and are exceptionally well supported by staff and through highly effective partnerships with parents, other providers and outside agencies.
- Staff build strong relationships with the parents and other agencies, which enables them to meet the children's individual needs very well.
- Management and staff continually evaluate and reflect on the quality of the provision offered to the children, this has a very effective impact on children's overall development and well-being.

### It is not yet outstanding because

- There is scope to improve the tracking of children's development across all areas of learning to maximise their learning.
- Staff have high expectations of children's abilities and as a result, they achieve well. However, on occasions some activities can be too challenging for the younger children, which has an impact on their ability to concentrate and enjoy these activities.

## 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 staff and children participating in activities in the inside and outside areas.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to parents and children on the day and took into consideration the views of parents on the nursery's own parent questionnaires.
- The inspector spoke the management team and staff working in the nursery.
- The inspector sampled a range of documents, including children's assessments, children's details and other relevant information.

## Inspector

Helene Terry

## Full Report

### Information about the setting

Nursery Rhymes was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned and managed by Birkbees group Limited. It operates from a detached converted house in the Fartown area of Huddersfield, West Yorkshire. The nursery serves the local community and surrounding areas and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 16 members of staff, who work directly with the children. Of these, 15 hold appropriate early years qualifications at level 2 or above. The manager holds Early Years Professional Status and another member of staff is working towards a foundation degree in early years. The nursery opens Monday to Friday 7.30am to 6pm, all year round, with the exception of bank holidays and Christmas. Children attend for a variety of sessions. There are currently 82 children attending, who are in the early years age group. The nursery also operates an out of school club, which cares for children of school age. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- review the planning of the activities to ensure that challenges set for all children are appropriate to their abilities
- enhance the tracking of children's development to show more clearly the progress that all children are making over a period of time.

## Inspection judgements

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

Children make good progress in their learning and development because staff provide interesting and challenging experiences. Staff undertake sensitive observations of each child and use these to plan effectively to support children's individual needs. However, there are some inconsistencies in the way that a minority of staff track the progress that some of their key children make and it is, therefore, not always clear how every child is concisely working towards the early learning goals. Parents are encouraged to be fully

involved in their children's development by recording their own observations of what their children can do at home. Staff provide parents with lots of information about how to extend their children's development at home. This is done through the 'home link' sheets and the regular discussions about children's developing interests. Children's progress check at age two is completed and parents are involved in this process. This helps staff identify at an early stage any intervention that a child may need to maximise their learning. Children confidently explore their environment and make choices about the activities they want to take part in. The skilful intervention of staff significantly extends children's learning and enjoyment. Staff have high expectations of the children's achievements and set good challenges for them to extend their learning. However, occasionally, the challenges they set for some of the younger children are too high, which leads to their lack of concentration and interest in the activities. Staff support children well in their play, encouraging them to think for themselves. For example, staff ask thought provoking questions as children play a matching game, such as 'how many more pieces do you need?' Children immediately count how many more pieces they need to match on their boards.

Staff use effective strategies to promote children's communication and language. Those staff working with the babies use good eye contact, smiles and clear, simple language. They name objects and use repetition and songs to capture children's interest. Staff working with older children understand the importance of engaging them in discussions and giving them enough time to think and respond. Children chat very happily as they play. They use their rapidly developing language to share stories about important people in their lives and voice their opinions. Throughout the nursery, children enjoy listening to stories read by staff. Children are developing a good knowledge of books and choose their favourites for the staff to read. They also receive good support to build on their developing interest in print. For example, they enjoy using the clip boards, paper and pencils during role play outside and they make lines and circles in the sand using a variety of mark-making implements. They learn to recognise their names on labels at group time and written signs and posters also reflect the differing languages spoken in children's homes. This helps all children to feel fully included and support all children to understand and respect the different languages spoken.

Children are provided with lots of opportunities to be creative and express their thoughts and feelings. For example, toddlers delight in painting using their hands and playing with the dinosaurs in the 'gloopy' mixture made from flour and water. Babies explore the feel of the shaving foam using all their senses, while the pre-school children paint flowers and rainbows at the easel. Staff provide children with magnifying glasses, so that they can look at the world differently. For example, children use the magnifying glasses to observe the lines and markings on the leaves, twigs and conkers that they find.

There are very good arrangements in place to support children, who speak English as an additional language or who have special educational needs and/or disabilities to maximise their learning. There are bilingual members of staff employed, who support children in their home language and in English to extend learning very effectively. The nursery also employs a number of staff to work with children on a one-to-one basis to support children with special educational needs and/or disabilities. These staff work with the children

through their individual educational plans focusing on their individual needs. As a result, all children are being very well prepared for their future learning and development.

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

Staff demonstrate good care practices, which ensure that all children make secure emotional attachments. Children are supported to settle well through the key person system. There is a second key person appointed to act as a buddy to each child, so there is consistent communication at all times. Children are supported very well when starting the nursery, moving between the rooms or moving onto school. For example, play visits and sharing information with parents supports children's ability to trust the adults, who care for them. Staff share information about children's development and they provide activities in the playroom to support children's understanding about the changes to their routines. For example, children can play with the school uniforms in the role play areas and staff show them photographs of their new environment to help support their emotional needs. Children, including those, who speak English as an additional language enjoy being at the nursery and show confidence in staff because they respond promptly to any emerging needs and identify ways in which to offer the extra support needed.

Staff help children understand the importance of following a healthy lifestyle. Children thoroughly enjoy the nutritious snacks and meals, which are cooked on the premises and staff talk with the children about food that is good for them. Menus reflect children's individual dietary requirements and are displayed for parents to see each day. Children are encouraged to develop good personal hygiene skills, for example, they know the routine of hand washing before eating and after visiting the bathroom. Nappy changing arrangements are entirely appropriate and older children receive sensitive and caring support in their toilet training. Children are learning good skills about keeping themselves safe. For example, staff teach them how to use tools, such as scissors or the outdoor equipment safely.

All of the children enjoy access to the outdoor area, giving them regular access to the fresh air. Appropriate clothing, such as wet weather suits are available. This allows children access to the outdoor area in all weather. Children develop good physical skills when they use the apparatus to climb, slide and balance. They pedal the bikes well and use the egg timers to help them understand about sharing and taking turns. Children behave well because staff set clear boundaries and help them understand about acceptable behaviour in the nursery. Reward charts are used for children in the pre-school room to encourage positive behaviour. Children are learning to become independent, which promotes their confidence and self-esteem. They are helped to serve their own lunch and use cutlery independently. Staff also encourage them to put on and fasten their own coats before going out to play.

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

Children are effectively safeguarded because there are robust safety arrangements in place and staff understand these well. All staff have attended safeguarding training and as

a result, they know what to do should they have concerns about a child in their care. Recruitment and vetting procedures are rigorous to ensure that all staff are suitable to care for the children. Staff undergo a comprehensive induction programme and they benefit from regular supervision, appraisals and training to enhance their skills and knowledge. Security of the premises is good and staff are vigilant in their supervision of children. They undertake regular risk assessments to identify and address any potential hazards.

Strong leadership and management and effective team working result in an efficient service, which meets the needs of children and their families well. All staff fully understand their responsibility to promote children's learning and development. There is a clear focus on reflection and self-evaluation, which involves all staff, parents and children. This process accurately identifies the strengths of the nursery as well as the areas for improvement. Since registration and the appointment of a new manager, there have been many changes in the nursery, which has included changes to the play environment, including the outdoors and the nursery is currently further developing their partnership with parents. Owing to feedback from parents, the management team have enhanced parents' access to information. For example, information boards have been displayed outside the nursery entrance and an electronic system for sharing information has been set up. This further enhances continuity of care and learning for the children. The educational programme has recently been overviewed and staff are implementing these changes and this has led to some minor inconsistency in the tracking of children's development.

Partnerships with parents and other agencies are very strong and as a result, children's needs are met very well. Parents state how happy their children are in the nursery and that they are very satisfied with the care and learning that their children receive. Staff work very closely with parents and other agencies that are involved with the children, including those professionals involved in the care of children with special educational needs and/or disabilities. Staff and the management team seek advice from other professionals, which helps them use appropriate strategies to effectively meet the needs of all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY462481
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	913348
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Nursery Rhymes (Huddersfield) LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01484534991

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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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Piccadilly Gate  
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