

# Nursery Rhymes

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

<b>Inspection date</b>	09/10/2013
Previous inspection date	06/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
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 have a sound understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.
- The effective key person system enables children to form secure attachments with key members of staff.
- Children enjoy attending the nursery, they are motivated to learn and behave well.
- Young children enjoy the opportunity to spend time with the older age group. This helps them develop friendships and spend time with their siblings.

### It is not yet good because

- Parents are not always informed of behaviour incidents that involve their children.
- Staff do not always effectively extend children's learning due to inconsistencies in their interaction with 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 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 looked at routines of the day, sampled children's development records, risk assessments, staff first aid qualifications and a selection of other records relating to the safe management of the nursery.
- The inspector observed the interaction between the staff and children and the wide range of activities on offer.
- The inspector held discussions with the registered providers and members of the staff team.
- The inspector held discussions with two parents and took into consideration parental feedback.
- The inspector carried out a joint observation with one of the registered providers.

## Inspector

Janet Thouless

## Full Report

### Information about the setting

Nursery Rhymes is a privately owned nursery which registered in 2007. It operates from a purpose-built premises in the grounds of Mill Rythe Infants and Juniors School campus on Hayling Island, Hampshire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. Children have access to a garden for outdoor play. There are 46 children on roll in the early years age range who attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 13 members of staff, including the owners. Two senior members of staff are qualified at degree level and 10 staff hold appropriate early years qualifications. One member of staff is an apprentice.

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

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

- keep a record of any occasion where physical intervention is used and share this information with parents informing them on the day the incident happened or as soon as reasonably practicable.

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

- develop consistent practice amongst the staff team to support and challenge children's learning effectively.

## Inspection judgements

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

Staff provide an interesting and varied range of activities for children to enjoy across all areas of learning. As a result, children make satisfactory progress in their learning and development. Staff use their assessments of the children to identify and extend their interests and monitor their progress. The staff complete the progress check for two-year-old children, and share this information with parents so they are aware of how their children are developing. Parents are encouraged to contribute towards their child's assessments through discussions with staff. Staff gain information from parents when their children first attend the nursery to help them identify each child's starting capabilities and needs. Ongoing parental involvement in children's development is encouraged. For

example, staff send home activity ideas for individual children so parents can be involved and extend learning at home. In addition, 'Charlie Bear' is sent home and taken on family outings, after which parents are encouraged to complete the accompanied diary to share details of their activities and adventures. Staff talk to parents each day about their child's care and welfare. Parents can see their child's development record at any time and termly meetings allow more specific time to discuss their children's progress in more detail.

Overall, staff support children in their understanding, communication and language by joining in with play, initiating conversations and asking open-ended questions. Young children enjoy pushing, twisting and pulling buttons on activity toys developing their fine motor skills. They show delight as they place a ball into an activity centre and watch it knock down objects as it travels. They enjoy completing simple inset puzzles and staff add further challenge by introducing more complex puzzles. The children dance when they hear music, join in when they sing action rhymes and enjoy books being read to them. Staff talk to young children throughout the day about what they are doing and this helps them understand simple words and short phrases.

Older children enjoy sensory activities, such as cornflour and glitter in the water play, which helps them develop their physical skills. Children explore the texture of cornflour by watching it run through their fingers, make patterns with their fingers and rub it together watching it turn into a powder form and disappear. Children glide their hands through water and watch the glitter swirl around. They enjoy making marks, for instance, using pencils and paper in make-believe play and practise their early writing skills using chalks on a board. Children are developing their understanding of mathematics. They play games using dice and excitedly share with others that there are four dots on the dice and that they too are four-years-old. Staff set up exciting structures in outdoor play. For example, children place cars on elevated guttering and watch them roll down. However, although children enjoy participating in many worthwhile activities, some staff do not always respond appropriately to children's interests and effectively support children's learning. For example, staff miss opportunities to extend learning when children ask to mix the cornflour themselves and do not offer explanations when children question why their cars get stuck when going under a bridge. Overall children make satisfactory progress in their learning. They enjoy their time at the nursery and develop positive attitudes towards learning in readiness for school.

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

Staff provide a friendly welcome for children and their families. Children are allocated a key person along with a buddy who supports the family in the absence of the key person. These key persons develop and maintain strong relationships with parents and regularly inform them of their children's progress. Staff request information regarding children's specific care and development, such as comforters and favourite toys they use. This supports key persons in getting to know the routines and needs of their key group children. As a result, babies settle comfortably to sleep and go easily to staff for cuddles, which shows they feel safe in their care. In addition, older children approach staff confidently requesting help when required. As a result, children are making steady

progress in their personal, social and emotional development. Parents spoken to express their satisfaction regarding settling-in procedures, commenting that their children settled easily and enjoy coming to nursery.

Children enjoy the nutritious snacks and meals provided, such as snacks of cereal and fruit. Parents have a choice of providing a packed lunch or their children having a hot meal from the school kitchen. Children independently serve themselves at snack times, learning portion control and discussing healthy eating options. In addition, staff incorporate ways of promoting healthy eating awareness into planned activities and topic work. This actively supports children in developing their understanding of a healthy diet.

Children have a range of good quality resources to choose from. Many of the resources are displayed allowing children to make independent choices as they play. Children move from indoors to outside throughout the day to make full use of activities and resources on offer. They excitedly select a magnifying glass to examine worms, woodlice and spiders more closely in outdoor play, learning about the natural world around them. Children celebrate events such as World Space Day making rockets from recycled materials. Harvest Festival is celebrated and children look at, prepare and taste the many vegetables collected through harvest. Children enjoy participating in a range of physical activities. They throw bean bags at targets persevering for some time until they succeed, and throw and catch balls. Therefore, children's physical health is actively promoted.

Children behave well because they understand the expectations and routines. The staff act as positive role models by speaking to children on their level and explaining why certain behaviour is unacceptable. The children are involved in safe risk taking, which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around in the outside area.

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

Management and staff demonstrate a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They use their awareness to fully support children's well-being. They have attended training and know precisely what steps to take should they have any concerns about children in their care. Written procedures are in place with regards to recruitment, vetting and induction of staff, to check they are suitable to work with children. Senior managers monitor the delivery of the educational programmes to identify any emerging gaps in children's learning. Regular staff appraisals take place to identify strengths and areas to improve practice and outcomes for children. Staff attend training to promote their continuous professional development. The staff team has carried out a self-evaluation of the strengths of the nursery, which includes the identification of some areas for improvement. The provider has mostly suitably addressed the recommendations raised at the previous inspection to help to improve the quality of the provision.

To keep children safe the nursery uses a code entry system; therefore all visitors must use

a buzzer to enter the building. All visitors are greeted by staff, identification is checked and visitors sign the visitor's book. When the main door is open a red light flashes to indicate to staff that the door is open. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe. Staff keep accurate records of accidents and incidents and share these with parents so they are aware, which helps keep children safe.

The inspection was brought forward following concerns raised to Ofsted about staff not holding appropriate first aid qualifications and specialist training to meet the individual care needs of some children. In addition, concerns were raised about the safety of the outdoor environment and parents not being notified of incidents involving their children. The inspection has found that the majority of staff hold appropriate first aid and anaphylaxis training to support the individual needs of children. Risks have been identified in the outdoor area and steps had been taken to minimise potential hazards to help keep children safe. However, the inspection found that staff did not record details of a minor behaviour incident when they had to intervene to physically help a child get back over a fence to keep them safe or inform the parents of this incident. This is a breach of requirements of the Statutory Framework for the Early Years Foundation Stage. At the time of the incident children were well supervised and measures were in place to minimise risks to children. Staff remain vigilant and the risk assessments have been updated. This helps staff to ensure children's safety and well-being is promoted.

Staff develop professional relationships with parents and support them well in times of need. Parents receive informative newsletter on nursery events. Parents spoken to stated that they are happy with the progress their children are making and they enjoy reading their children's development records. Parents comment that they value the feedback staff give them at the end of each day. The nursery works in close partnership with other early years settings the children attend, in particular the host school, meeting reception teachers and attending events within the school in preparation for school readiness. In addition, staff work closely with other health professionals to seek guidance and support. This supports staff in meeting children's individual needs and having a shared approach to their learning.

### **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

<b>Unique reference number</b>	EY360864
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	938391
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Nursery Rhymes (H.I.) Ltd
<b>Date of previous inspection</b>	06/08/2013
<b>Telephone number</b>	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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