

Rhymetime Nursery

Millbrook Infant School, Churchill Way, KETTERING, Northamptonshire, NN15 5BZ

Inspection date	03/01/2014
Previous inspection date	09/11/2010

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

- Staff observe, assess and plan for individual learning effectively to ensure that children are consistently challenged to reach the next stage in their development. The choice of activities and resources is good.
- Children's social and emotional needs are well-met by staff. Relationships are good, which fosters a sense of belonging and ensures that children are confident learners.
- The partnerships with parents are strong with regard to sharing information that aids staff in meeting children's care and learning needs effectively.
- Babies and children are continually encouraged to use their senses to explore a full range of different media and materials to enhance their sensory development and creativity.

It is not yet outstanding because

- Opportunities to promote older children's mathematical development are not fully maximised by staff. This is because when supporting play activities and talking with children, they do not consistently encourage them to count and compare different quantities.
- Opportunities for children to learn about their similarities and their differences and learn about cultural and religious events and experiences are not maximised to extend their awareness of the wider world.

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 all rooms and the outdoor learning environment.
- The inspector held meetings with the manager and a senior manager representing the provider, and spoke to staff and children.
- The inspector conducted a joint observation with the manager.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working in the nursery, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Rhymetime Day Nursery was registered in 2007. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is one of six day nurseries owned by Avenue Nurseries Ltd that operate in Northamptonshire. It operates from a mobile building, situated within the grounds of Millbrook Infant School in Kettering, Northamptonshire. The nursery is open Monday to Friday from 7.30am until 6pm all year around, except for bank holidays. Before and after school and holiday care are provided. Children play in enclosed outdoor play areas. There is a ramp to the front entrance.

There are currently 71 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

The nursery employs 10 members of staff and nine hold early years qualifications. Of these, seven are qualified at level 3 and two are qualified at level 2. Staff in all nurseries registered by the provider are supported by a senior staff member who holds an early years qualification at level 6 and Early Years Professional Status.

What the setting needs to do to improve further

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

- extend older children's mathematical learning by more consistently encouraging them to count and compare different quantities while they play with different toys
- extend children's learning with regard to recognising similarities and differences by promoting different cultural, religious and community events and experiences.

Inspection judgements

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

Children make good progress. Individuals are supported well because key persons' knowledge and understanding of how children develop and learn is good. Children are challenged effectively to ensure that they reach the next steps in their learning because planning for learning is tailored to individual needs. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and information is regularly shared to ensure consistency between nursery and home. Staff support children well so that they develop

skills in readiness for nursery class and school. They are aware of the requirement to provide parents with a progress check at age two and complete these where necessary.

Children are happy, settled and secure. They choose from a good variety of resources that are safe and meet their development needs well. Staff promote children's creativity effectively because all children are encouraged to explore and investigate. Resources for younger children and babies promote their sensory experiences well. These include, paint, water, sand, baked beans, jelly, and 'gloop' which is cornflour mixed with water. Toddlers are encouraged to recognise the marks that they can make with their hands and with wheeled-on toy cars as they push them through these different mixtures. Manipulative skills are promoted well by staff. For example, young children help to make their own play dough and they mix and mould flour, water and food colouring. They notice the marks that they make in the dough with cutters and different toys. Older children demonstrate good pencil control as they enjoy writing for different purposes and learn to recognise and write their own names.

Children are making good progress in their communication and language development. Babies explore their voices as they 'babble' and begin to say single words and put two words together. Staff promote their learning well because they repeat words and sounds that babies make back to them. Older children express themselves confidently and engage in conversation with staff and with their friends. Staff ask children open-ended questions and give them time to think before expecting them to respond. A small group of pre-school children play with construction toys and talk about what they are building. A child notices a gap in the wall to the building that they are creating and says, 'you need to fill that bit'. The child's friend confidently explains that, 'no, that needs to be a door'. Children who speak English as an additional language are encouraged by staff to use their home language as well as learn to speak English as the play.

Children's mathematical learning is promoted generally well by staff and older children use mathematical language spontaneously. For example, when they find worms while they are on nature walks in the school grounds, they talk about the 'big fat ones' and the 'tiny ones'. They compare the length of the worms that they find. However, older children's mathematical learning is not consistently promoted with full effect by staff. This is because counting and calculation is not maximised during some adult-led and adult-supported activities. Role play resources are always available for all children and some of these reflect diversity in a positive way. However, staff members' practice is not fully maximised with regard to raising children's awareness of their similarities and their differences in order to promote an understanding of others.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage them to play cooperatively with

others, share and take turns. Children behave well and behaviour is consistently managed by staff with use of positive reinforcement in order to boost children's self-esteem. Children are well-prepared for the next stage of their learning and transitions to other settings and school. For example, transition within the nursery is good and links with reception class teachers in schools are strong. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they know why they must not run in the playrooms, and they regularly practise the fire drill. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally in playrooms and an outdoor play area, and they practise physical skills in their own play area and when they use the school's large play equipment. Children understand and adopt healthy habits such as good hygiene practices and they learn to manage their own self-care needs. Mealtimes are treated as social occasions and children learn about healthy food options.

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

Staff ensure that children's health and safety is protected well. They are aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. Parents are aware of the safeguarding policy, and the Northamptonshire Safeguarding Children Board procedures. The provider ensures that staff members' safeguarding knowledge is kept up-to-date. Health and hygiene procedures within the nursery are addressed well.

The provider and staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. Recent improvements to practice include a change to storage arrangements for children's 'learning journey' books so that parents are able to access them easily at all times. Parents' evenings have been introduced and noticeboards changed to give clearer information to parents on learning and development. An 'Early Years Educator' programme is a training programme developed for staff across all of the six nurseries and includes training sessions for staff that include parental involvement, interaction, personal presentation, and the environment. A breakfast club is now provided on parents' requests. A 'Nursery Improvement Plan' has been developed under headings of external appearance, parent links, planning and observation, and the local community.

Current priorities for improvement include the development of a vegetable patch with parents' involvement, and to extend links with the local sure start centre in order to share good practice and continue to improve practice for promoting children's care and learning. Staff welcome advice and support offered by local authority development workers. 'Let them be two' training has been requested in order to enhance staff members' skills. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication between staff and parents is good. Therefore ensuring that they work well together to meet children's different needs. Staff have experience of linking with other early years providers to ensure a cohesive approach to each child's care and learning. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation is kept up-to-date and in good order.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY361913
Local authority	Northamptonshire
Inspection number	878460
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	71
Name of provider	Avenue Nannies Limited
Date of previous inspection	09/11/2010
Telephone number	01536 511184

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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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