

Nursery Rhymes Nursery

98 Stockport Road, Cheadle, Stockport, Cheshire, SK8 2AJ

Inspection date

Previous inspection date

14/02/2014

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

- Skilled and knowledgeable staff support children's learning well. They understand how children learn best and provide them with a wide range of experiences. Consequently, children make good progress in all areas of their development.
- Children are happy, confident and settled because they have formed close bonds with their key person, who knows them well. This means children's needs are well met.
- Partnership with parents is strong from the start of the child's time at the setting. Parents' views about their child's progress are actively sought and used to enhance the assessment of the child's progress during their time in the setting.

It is not yet outstanding because

- The resources in the environment do not fully reflect the differences and similarities between families, cultures and communities, to enhance children's understanding about diversity in the world around them.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside area. She also spoke with the manager, deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents.
- The inspector looked at a selection of procedures, evidence of Disclosure and Barring Service checks, learning and development planning, children's learning files and policies, including safeguarding.
- The inspector carried out a joint observation with the manager.

Inspector

Kim Stevenson

Full report

Information about the setting

Nursery Rhymes Nursery was registered in 2013 on the Early Years Register. It is situated in the Cheadle area of Stockport and is managed by Nursery Rhymes Children's Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from converted church and children have access to four indoor play areas. There is a fully enclosed outdoor play area.

The nursery employs 11 members of childcare staff. Of these, the manager has Early Years Professional Status, one member of staff holds a foundation degree, and six staff hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round, except for Bank Holidays and a week over the Christmas period. The nursery opens from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-olds, and supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the educational opportunities for children to gain a greater understanding of the world, with regard to the similarities and differences between families, communities and traditions.

Inspection judgements

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

Children are well supported in their learning and development because staff have a clear understanding of how children learn and are able to provide them with a range of exciting and challenging experiences which engage their interest and provide opportunities for them to be active in their learning. For example, a child sits with her key person on the 'story logs' outdoors. She freely chooses some familiar rhyming books, which she offers to her key person. They animatedly read and sing the books together. When it comes to the counting books, the child uses her home language to count. The key person confirms the child has chosen the correct number by repeating it in her home language and then in English. This offers good support for those children who speak English as an additional language.

Pre-school children show good levels of concentration as they delight in a 'letters and sounds' activity. They loudly sing, 'What have we got in the sound box today?' The member of staff takes a plastic animal out of the box and encourages the children to

name the animal then the initial sound of its name. The member of staff ensures all children have a turn at guessing and uses skilful questioning to extend and support each child's learning.

Children's starting points in their development are assessed at induction using evidence gained from parents. Parents are encouraged to continue their contribution to the child's learning through communication logs, 'wow' moments and emails. Staff use this information effectively, along with their own observations of the child, to make regular assessments of the child's progress and interests, in order to plan stimulating and enjoyable activities. Children's development is regularly tracked to ensure they are making good progress and gaining a good range of skills to support their future learning, for example, when they go to school.

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

The key person approach is firmly established and children develop close and positive relationships with their key person, who has a thorough understanding of their needs. This is a result of effective partnership with parents, which ensures their needs are well met and they make a smooth transition from home into the nursery. For example, staff learn key words from children's home language, which they use to reassure children and support their language development.

The outdoors is a daily focus for healthy exercise and learning opportunities in all weathers, and appropriate clothing is made available to facilitate this. Staff make effective use of the opportunities to encourage children's personal and social development as they engage in activities, such as water play, helping each other to fill containers and safely transport the water in buckets and trucks. Indoors, the emphasis on being healthy is promoted at snack and meal times, where nutritious meals are available. Staff talk about the healthy ingredients to help children learn the importance of healthy lifestyles. Children are encouraged to become increasingly independent through serving their own meals and tidying away their plates.

Children's behaviour is well managed because staff are skilled at providing interesting and developmentally appropriate activities which engage all children. The environment is stimulating and generally very well resourced and children are able to self-select resources which are easily accessible. However, there is scope to enhance children's understanding about diversity further, for example, by extending the range of resources that reflect differences and similarities between families, cultures and communities. They are encouraged to initiate their own play, which supports their independence and cooperation skills. A 'snug den' supports small group quiet activities, such as reading or just being close, communicating and building relationships. A calm and familiar routine during the day reassures children, and consistent responses from staff to children's behaviour give them clear messages about what is acceptable.

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

The setting is led by a highly experienced and qualified manager who has a thorough understanding of the requirements of the Early Years Foundation Stage. She leads a team of staff who are well qualified for the role. Staff are appointed through a vigorous recruitment and selection process. Staff performance is successfully monitored through regular supervision and appraisal meetings, and their skills and knowledge are used to enhance the performance of the setting. For example, one member of staff has responsibility for supervising the creative activities planned. In addition, all staff regularly provide feedback to one another on the quality of the displays throughout the setting.

Children are safeguarded well because safeguarding training is a priority at staff induction, and as a result staff are able to describe in detail their responsibility for keeping children safe. The safeguarding policy is comprehensive and is regularly reviewed by all staff to ensure it remains current. Clear procedures for the use of mobile phones are strictly adhered to by all staff and parents. Detailed risk assessments are in place, which helps to minimise risk of harm to children. Biometric door control and vetting of visitors by the manager ensure there is no unauthorised access.

The manager seeks the views of staff and parents to identify plans for continuous improvement. For example, a survey was recently sent out to parents to ask what the setting could do better. As a result, key person boards were added in each room for parents and family members to identify their child's key person. The views of staff are regularly sought at team meetings and included in the setting's plan for improvement, and with the use of the self-evaluation toolkit, the manager is able to evaluate their progress.

Strong emphasis is placed on partnership with parents and others. Their contribution to children's learning and development is encouraged through a variety of approaches. This information enhances the overall assessment of children's learning and development and is used to plan a challenging educational programme, which helps children to make good progress in all seven areas of their learning and development. Management use effective monitoring systems to track the progress of all children.

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	EY467701
Local authority	Stockport
Inspection number	935446
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	49
Name of provider	Nursery Rhymes Children's Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01614286661

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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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