

Nursery Rhymes

73 Woodhouse Hill, HUDDERSFIELD, HD2 1DH

Inspection date	04/02/2014
Previous inspection date	30/09/2013

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

- Practitioners work well with parents and other professionals to ensure effective intervention strategies are in place to support all children. They incorporate children's interests into the planning, which means children approach their play with enthusiasm. As a result, children behave well because they are engrossed in their play.
- The children have positive attachments and good relationships with practitioners, therefore, they are happy and feel emotionally secure in their care. This is because of effective key person arrangements, good information sharing with parents and robust transition procedures from home and throughout the nursery.
- The children are developing a good understanding of making healthy choices in regard to their diet. They have good opportunities to serve their meals and snacks and this promotes their independence and self-care skills.
- Effective measures are in place to promote practitioners' personal effectiveness and a targeted programme of professional development. This contributes to promoting high expectations and children's achievements over time.

It is not yet outstanding because

- There is a little inconsistency in the frequency of observation and identification of children's next steps to ensure the quality of teaching is always of a high standard.
- Children's access to the stimulating and well-resourced outdoor area is a little structured to fully support their independent choices.

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 toured the premises and observed children playing indoors and outdoors.
- The inspector spoke with the manager, registered person and other practitioners at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager, she looked at children's learning records, planning documents, quality improvement plans and a selection of policies and procedures, including evidence of suitability of practitioners.
- The inspector took account of the views of parents through discussions and information provided on parental questionnaires.

Inspector

Helen Blackburn

Full report

Information about the setting

Nursery Rhymes was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Fartown, Huddersfield. It is managed by Nursery Rhymes (Huddersfield) Limited, which is one of four nurseries managed by the Birkbees group. The nursery serves the local and wider area and is accessible to all children. It operates from a converted house and children are cared for in four rooms, dependent on their ages. There are enclosed areas available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, four at level 2 and one with Early Years Professional Status. The nursery opens Monday to Friday all year round, except bank holidays and Christmas. Sessions are from 7.30am to 6pm. The nursery also provides out of school care for older children, in Stingers club.

There are currently 87 children attending, of these, 61 are in the early years age group. 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. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- enrich the quality of teaching to ensure it is consistently of a very high standard and inspirational, for example, by ensuring the frequency and use of observation is consistent for all children and that all practitioners clearly identify children's next steps so all parents receive accurate information about their child's learning needs
- enhance the use of the well-resourced and stimulating outdoor area by providing more opportunities for children to have free choice and independent access to the area.

Inspection judgements

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

Practitioners have a good understanding of how young children learn and develop. Therefore, they are actively involved in children's play and they skilfully ask open-ended questions to encourage children to think for themselves. For example, when children build

and design their transport vehicles, practitioners encourage children to work out why their wheels are not fixing to the box. As a result, children explore different ways to solve the problem, such as, using strong tape and split pins. This effective approach to teaching encourages children to be active learners. Overall, observation, planning and assessments arrangements contribute to supporting children in making good progress in the learning and readiness for school. For example, through observations and daily interactions with children, practitioners know them well. This includes being mindful of children's current interests, which practitioners effectively incorporate into the planning of activities. In addition, they use a termly 'summary progress' sheet to ensure they have a good overview of children's progress. This means key persons have a good understanding of individual children's stage of development. However, there is a little inconsistency in how frequently key persons observe some children. For example, some practitioners complete a long observation, which focuses on a particular area of children's learning and their next steps more frequently than others. In addition, some practitioners provide clear next steps in children's progress records, while others record more detail on the activities planned. They share this information with parents through their child's progress record. Therefore, for some children, practitioners are identifying their next steps more frequently and sharing more detailed and clear information with parents than others. This inconsistency means the quality of teaching is not always of a very high standard to support children in making exceptional progress in their learning. However, when supporting children with English as an additional language and those with special educational needs and/or disabilities, the approach to monitoring children's progress and setting clear targets is consistent. Therefore, they ensure children with identified needs receive the support and intervention to support them in making good progress, given their starting points. For example, this includes employing one-to-one workers to work with individual children.

The learning environment for children is welcoming and stimulating and through their planning and continuous provision, practitioners ensure children experience activities across all areas of learning. This contributes to supporting children in making good progress in their learning and readiness for school. In each room, children of all ages have free and independent access to a wide selection of resources. Therefore, children approach their play with enthusiasm because they make their own choices in play and activities reflect their interests. Practitioners skilfully support children's communication and language skills. For example, through singing, repeating words and providing narratives in children's play, babies and younger children are eager to communicate. For instance, babies are keen to join in the action songs and they babble with enthusiasm during these singing activities. Older children are confident speakers and they engage easily in conversations with their peers and practitioners. In addition, practitioners listen to children and provide the time for them to talk about their own experiences without being rushed. In addition, when supporting children with English as an additional language, practitioners learn key words so that they can effectively communicate and understand what children are saying. Children enjoy looking at books and they use puppets and props to create their own stories. In addition, children engage in a good range of activities that promote their early writing skills. For example, young children make marks in the sand and older children enjoy making their own books. This promotes children's literacy development. Children are making good progress in their mathematical development. Babies enjoy playing in the water, filling and emptying their containers. In addition, older children explore number in everyday situations, they count in their play and when designing their

transport models, they discuss shape and size. Practitioners effectively foster children's development in express arts and design. This is because all children have good opportunities to use their imagination through role-play activities. All children engage in a wide range of art and craft activities. This provides good opportunities for children to use different textures and explore media to express their ideas and creativity. For example, older children use branches to create dens and babies explore the paint, sand and water with enthusiasm. Children have good opportunities to learn about the world in which they live. Through outings, role play props, posters, books and activities, children learn about their community and the beliefs and celebrations of people that live around them. Children of all ages learn how things work and early technology. For example, babies know they need to twist, turn and press buttons to make the toys work and older children enjoy playing with the 'light box'. This helps them to understand about light, dark and shadows. These activities effectively promote children's progression in understanding the world.

Practitioners fully understand the importance of working in partnership with parents. Through documentation and material on their website, parents receive good information about the care and education in place for their children. In addition, through stay and play sessions they encourage parents to be actively involved in their child's learning at the nursery. Practitioners hold parent evenings every six months so that they can share and discuss children's individual progress. In addition, parents are able to access their child's progress records at any time. Furthermore, they use a 'what have I done at home' sheet as a way to encourage parents to share children's learning at home. This contributes to planning continuity in children's learning. Practitioners work well with parents if there are emerging concerns about a child's progress or if children have an identified special educational needs and/or a disability. This means they share information and work together to agree plans so learning is targeted and tailored to each child's specific needs.

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

Relationships between the children and practitioners are good. When children first start at the nursery, practitioners gather detailed information from parents about children's individual needs, likes, routines and progress. This means practitioners know children well and this contributes to meeting their needs and promotes continuity in their care. For example, practitioners ensure they build into the day individual routines, such as, children's sleeping and feeding patterns. When settling new children, key persons spend time with them to ensure they form secure bonds and attachments with them. These positive relationships and children's needs being met, results in children being happy. In addition, it means they feel emotionally secure and safe in the practitioner's care. This effectively promotes children's personal, social and emotional development. Key person arrangements also contribute to effectively supporting children's transitions as they move around the nursery. For example, when children move rooms, key persons ensure children have a number of settling-in-visits and they share any relevant information with new carers. These effective transitions arrangements from home and around the nursery support children in embracing their future learning. For example, when they start school, children have the confidence and self-assurance to manage change.

The learning environment for children is safe, clean, welcoming and stimulating. Children

have a good understanding of ways in which they can keep themselves safe. For example, practitioners ensure babies have the space and freedom to explore their environment, whilst being under their close supervision. In addition, they remind older children about how to use equipment safely, such as, the hammer and nails when they are building and constructing with the wood. Practitioners display children's work around the nursery and this provides a sense of belonging for children. Children's behaviour is good. This is because practitioners provide a wide range of age appropriate and challenging activities that keep children engaged, engrossed and involved in their learning. In addition, practitioners are positive role models and they provide consistent routines and boundaries for children. Therefore, children have a good understanding of what is expected of them, such as how it is kind to share and take turns. This results in them having positive, harmonious and cooperative relationships with their peers. For example, older children work cooperatively together when playing in the house; they negotiate different roles and listen to the ideas of their peers. Through good use of praise, practitioners promote children's high self-esteem and confidence in their own abilities.

Overall, there are good measures in place for promoting children's health and well-being. For example, they implement a wide range of policies and procedures which contribute to keeping children healthy. For instance, regular cleaning routines, safe administration of medications and procedures for managing illness, all contribute to minimising the risk of illness and infection. Children also benefit from eating a healthy and nutritious diet. The nursery menus are freshly prepared and incorporate all food groups, including plenty of fresh fruits, vegetables, protein and carbohydrates. In addition, the menus take account of all children's dietary needs and allergies. Mealtimes provide a social experience for children and they offer good opportunities for them to be independent so that they develop good self-care skills. For example, children from a young age serve their own lunches this enables them make their own healthy choices. The nursery provides a stimulating, well-resourced indoor and outdoor learning environment for children. For example, outdoors children build dens, construct, weave, look at books, ride bikes, climb and use small apparatus. These experiences contribute to supporting children's physical development and their understanding of exercise and the importance of leading a healthy lifestyle. Although children benefit from playing in the fresh air daily, the use of the outdoor area is a little structured and managed by practitioners. Therefore, they are not always making full use of the area to enable children to access it independently and for as long as they choose. All children practise effective hygiene routines so that they develop good self-care skills and an understanding of being healthy. They wash their hands throughout the day and older children talk about germs making them ill.

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

Overall, practitioners understand their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result of this, all practitioners access safeguarding training, including management and leaders completing advanced training. Therefore, all practitioners have a good understanding of the potential signs of abuse and neglect. Through clear guidance and detailed safeguarding policies, they understand the procedures for reporting and

monitoring any child protection concerns. Furthermore, because practitioners understand their responsibilities, they recently notified Ofsted of a significant event in regard to safeguarding children. This related to an incident where a parent was able to collect their children without practitioners being aware. Therefore, following this notification, a full inspection was carried out. The inspection found that leaders and managers immediately carried out a full and robust investigation into this serious incident. As a result of their swift investigation, the provider replaced the closing mechanism on the door and fitted coded locks to all nursery rooms. They wrote to all parents and put up signs to remind everyone not to let anyone into the premises, to ensure all parents and visitors are strictly monitored by practitioners. In addition, they reviewed all associated policies, procedures and risk assessments, including updating their complaint record and keeping detailed records of the investigation. All practitioners were informed of the policy changes to ensure they are vigilant in keeping children safe, for example, the policy for the safe collection of children and security of the premises. This thorough investigation demonstrates swift action was taken to prevent a similar occurrence happening in the future. Following the incident, all relevant policies and procedures, including risk assessments were updated, this documentation is part of a much wider range of detailed documentation, policies and procedures that are in place to promote and safeguard children's welfare. For example, documentation includes registers of children's attendance, detailed information on their health and medical needs and written consents from parents regarding the taking of photographs, including how these will be used. There are robust recruitment and vetting procedures in place. This includes, evidence of suitable checks on practitioners and detailed induction programmes, contribute to keeping children safe. Practitioners are effectively deployed around the nursery and this contributes to maintaining adult to child ratios and good child supervision. This supports meeting children's needs and keeping children safe.

Leaders, management and practitioners demonstrate a strong commitment, drive and ambition to promoting improvement. There are a number of effective strategies in place to support them in monitoring and evaluating their strengths and weaknesses. For example, they make good use of self-evaluation, reflective practice, sharing ideas with others, monitoring of the educational programmes and children's progress as a way to improve the provision for children. As a result, they have detailed action plans that outline their goals and aspirations for all age groups, so the impact of change influences all children's learning. For example, future plans include developing the outdoor area to include activities, such as a mud kitchen so that children can use their imagination and creativity when playing outdoors. Through questionnaires and discussions, all practitioners, parents and children are actively involved in the nursery improvement plans. For example, following feedback from parents, practitioners have purchased books for nursery that children enjoy reading at home. In addition, by successfully addressing the recommendations from the last inspection, practitioners improve outcomes for children. For example, by reviewing their planning they ensure children access age appropriate and challenging activities. In addition, by introducing a termly 'progress summary' sheet, they have a good overview of children's progress. The programme of professional development and performance management is very good. Strategies to support all practitioners' personal effectiveness and to promote a well-qualified workforce, include training, peer observations, regular supervisions and interactive training sessions at staff meetings. For example, during staff meetings, practitioners discuss good practice ideas, they explore

how children learn and they talk about safeguarding, health and safety issues. In addition, through a 'staff knowledge questionnaire' management test practitioner's understanding of the safeguarding and welfare requirements. This contributes to promoting children's learning because practitioners improve their understanding of good quality practice and this supports promoting children's achievements over time.

Practitioners work well with parents and through good communication they work together to meet children's needs. For example, a daily dairy sheet provides good information to parents about their child's day, such as, sleep and feeding patterns. Although communication with parents is good, the new coded door locks, now ensures all key persons have daily contact with all parents. This information sharing contributes to promoting continuity in children's care. However, there is scope to improve consistency when sharing clear next steps in children's learning with parents. Discussions with parents and information from documentation, such as questionnaires establish that they are happy with the care and education their children receive. They say practitioners work well with them to support their child's learning, including working with any other professionals involved in their child's care. They feel practitioners share good information about their child's day and progress and they say their children are safe and well-cared for. Practitioners work well with other professionals and agencies involved in children's learning and care. For example, because have strong links with local schools, they work together to ensure the transition to school is a smooth experience for children. In addition, for any young children who attend the out of school club, they find out what children are experiencing in school. This contributes to promoting continuity in their learning. In addition, they have good relationships with the local children centre, and other professionals, such as health visitors. This means they are fully aware of the services available in the area to support children and their families. This includes incorporating into the nursery any initiatives other professionals are promoting within the community. Practitioners work in partnership with other professionals to ensure children's learning and care plans reflect their individual needs. This means all children, including those with special educational needs and/or disabilities or English as an additional language are effectively supported in 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	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	EY462481
Local authority	Kirklees
Inspection number	953063
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	87
Name of provider	Nursery Rhymes (Huddersfield) LTD
Date of previous inspection	30/09/2013
Telephone number	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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