

Rhymes Nursery

Rhymes Nursery, 2 Hawker Drive, Martlesham Heath, IPSWICH, Suffolk, IP5 3RQ

Inspection date

08/07/2014

Previous inspection date

13/02/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not undertake risk assessments with sufficient rigour or anticipate or recognise risks to minimise hazards. Therefore, children's safety is not assured at all times.
- Staff deployment and the organisation, and use of the rooms are poor. Consequently, children's needs are not met according to their stage of development and their safety is not ensured.
- The quality of teaching is weak. The management do not monitor what the staff do to improve staff practice in order to promote and raise the quality of care and learning for the children.
- Staff do not always plan and provide learning and development experiences based on children's individual needs and their stage of development. Consequently, children are not always suitably engaged or challenged to promote their skills and learning.

It has the following strengths

- Children settle well at the group and form secure bonds with staff.
- Staff establish positive relationships with parents and encourage regular communication to promote children's well-being.
- Staff have a sound understanding of their roles and responsibilities regarding child protection issues. Therefore, children are kept safe.

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 main play room, sleep room and quiet room and also the outdoor area and, when appropriate, interacted with the children.
- The inspector spoke with the staff and the deputy manager at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the deputy manager and undertook a joint observation with her.
- The inspector looked at children's development records, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Hazel Meadows

Full report

Information about the setting

Rhymes Nursery was registered in 1993 and is on the Early Years Register. It is one of two nurseries run by Little Joe Ltd. Rhymes Nursery is situated in converted premises in Martlesham Heath, in east Suffolk. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to level 4. The nursery opens Monday to Friday for 51 weeks of the year from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 64 children attending, all of whom 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.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirement Notice requiring the provider to:

implement a policy and procedure for assessing risks to children's safety by ensuring that the environment is regularly checked and that all risks to children are removed or minimised.

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

- improve the deployment of staff and use of the rooms and resources available, to ensure they are used effectively to keep children safe and to meet their individual needs
- implement a robust system of performance management, including effective supervision and regular appraisals, to promote continuous improvement and the interests of children
- ensure staff consider the individual needs, interests and stages of development of each child and plan an appropriate balance of adult-led and child-initiated activities, which are suitably interesting and challenging, in order to respond to children's emerging needs and interests and capabilities.

Inspection judgements

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

The quality of planning and teaching is variable. Activities are not always well-targeted towards their age or stage of development. For example, activities do not always offer sufficient challenge and interest for older or more able children. Some resources are not suitable for toddlers. The activities available cover the seven areas of learning. However, they are not always well planned to meet children's individual needs and some resources are not always well presented. A group time with their key person offers children focused activities more appropriate to their age. For the toddlers aged under two years the key-person group time also offers them an improved ratio of direct care and teaching. Toddlers delight in playing with musical instruments with their key person and the two-year-olds engage with parachute games as they practise their physical skills. Older children listen attentively to stories and look at nature books with their key person, who promotes their conversation and learning. However, the key-person group time is too long to sustain children's interest, particularly for the younger children. Their attention starts to wane and they become restless and lose interest.

Children have some opportunities to make marks, for example, in flour on the table. However, the writing area is poorly presented and inadequately resourced. Colouring pencils are completely blunt and no paper is available at the writing area. Therefore, this does not enable, encourage or inspire children to make marks or practise their writing skills. Some trays in the writing area are empty or just contain crumpled paper which has already been written on. Staff take no action to address and improve these resources until it is pointed out to them by the inspector. Children generally enjoy their time at the nursery. However, at times activities lack a suitable level of challenge and interest, to inspire and engage children to play purposefully. For example, when children are unable to go outside due to heavy rain, no alternative games or activities are offered to help channel their energy purposefully and offer new interest. Children develop their physical skills and confidence as they negotiate the stepping logs, seeking member of staff to help them balance. They competently manoeuvre the ride-on toys, negotiating obstacles in their path. Children learn more about the natural world as they plant vegetables and explore the mini nursery garden which contains scented shrubs and an apple tree. Staff explain to children that the apples need to grow bigger before they will be ready to be picked.

Staff establish children's initial capabilities through discussions with parents, who contribute information in a 'Little book of me'. Staff use this information and their initial observations, to ascertain each child's starting points and plan for the next steps in their learning. Each child is allocated a key person, to support their individual learning and development. Staff do not use the information gained from observation to effectively support children's future learning. Room leaders review children's learning journals to ensure they are accurately maintained and up to date. However, not enough children are working within the typical range of development expected for their age or gaining some of the skills they need for school or the next stage in their learning. Termly summaries are completed for each child, to monitor their progress through the areas of learning. Staff

complete the progress check for children between the ages of two and three years, which is shared and discussed with parents. They work closely with parents of children who have special educational needs and/or disabilities, to support their learning and development. Individual education plans encourage focused and consistent support to minimise any gaps in a child's learning and development.

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

Staff are not vigilant enough to ensure that children are kept safe at all times. During the inspection they are unaware of some hazards until the inspector points them out. For example, the trailing cable of a compact-disc player is within easy reach of children playing underneath the shelf the player is on. Working practices do not always protect children and the rooms and resources available are not always utilised to best meet children's needs. For example, children under two years of age are sometimes cared for alongside older children in the pre-school room. Resources with small pieces are therefore more accessible. Staff do not notice when a toddler is offered a small plastic peg by another child. The toddler instantly puts the peg in their mouth, which presents a choking hazard, which is not noticed by staff until they are alerted by the inspector. Although correct adult-to-child ratios are maintained, staff are not always well deployed to support and care for the children and meet their needs. Toddlers become absorbed into the main group and only fully benefit from a one-to-three ratio at lunch time and during the key-person group time. On the day of the inspection the designated room for children aged under two years was not in use and the toddlers had very limited access to any resources from this room.

Children's behaviour is generally good while they are absorbed and occupied. They are encouraged to share resources and take turns, for example, at the computer. However, the presentation of the environment is not always conducive to positive behaviour. Many toys are untidily and unappealingly presented and the environment is somewhat disorderly. Consequently, children sometimes demonstrate little respect for resources, standing on them or tossing them aside when they lose interest in them. During the afternoon children's behaviour begins to deteriorate as they lose interest in what is available to them. Occasionally, their actions put others at risk, for example, swinging a wooden toy around by its string. Children's play becomes less focused as they run between the main playroom and the quiet room. However, staff are not proactive to offer alternative activities to engage the children or to channel their energy into more positive experiences.

Staff work closely with parents to help children settle well in the nursery. Children form positive relationships with the staff, particularly their key person, which supports their emotional well-being. Intimate care, such as nappy changing, is always undertaken by their key person to help children feel secure and comfortable. Staff play at children's level and warm cuddles and smiles from staff help children feel secure and happy. Children are happy at the nursery and confidently explore the environment and approach staff with questions and comments. Staff get to know the children well and value their individuality. Children who have English as an additional language are encouraged to share and use

their other language as well as English. Staff ask parents for a list of words and their pronunciation to aid communication with children. Parents are also offered dual language books to share with their children at home. Children are well supported with their transition on to school. A school pack, containing a selection of books for adults and children related to starting school, is offered to parents to share with their children at home. Staff use this and open discussions with children to ensure they are emotionally well prepared for the next stage in their learning.

Children have daily opportunities for fresh air and exercise, which promotes a healthy lifestyle. A healthy and nutritious variety of meals and snacks, such as vegetable curry and fruit is provided by the nursery. Children are offered a level of choice and are encouraged to try a variety of tastes and textures, while staff remain acutely mindful of any dietary needs. Similar looking alternatives are provided for children with allergies or intolerances so that they do not feel left out. Menus are displayed on the parent notice board a selection of recipes used at the nursery is offered for parents to try at home. Children manage their own personal needs well, according to their age and stage of development, with older children independently using the toilets and washing their hands. Reminders and consistent routines promote children's understanding of good hygiene habits. Children can freely help themselves to water as required during the session, ensuring they do not get thirsty. However, staff are not effectively deployed at lunchtime which means that some children are still waiting for their food while others have nearly finished. Children have opportunity to rest and sleep after lunch, if required, and are offered their comforters if they would like them. Each child has individual bedding to minimise cross-infection. Staff settle children to sleep and regularly check them while they are sleeping.

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

The inspection was prioritised by Ofsted following an inadequate judgement of a linked provision. At this inspection a number of breaches were found relating to similar concerns identified at the linked provision. An action set following a previous investigation at the nursery, concerning hazards and risks to children, has not been fully addressed to ensure children's safety. Children are not well safeguarded as staff do not always recognise, anticipate or minimise hazards. Staff are not sufficiently vigilant with risk assessments and do not continually appraise the environment to ensure children are kept safe. Staff are not always well-deployed and rooms are poorly organised. Children under two years of age are integrated in the main playrooms, designed for two to five-year-olds. This results in dilution of the quality of care they receive and exposes them to hazards, as some resources in the main playrooms are not suitable for the toddlers' age and stage of development.

There are sound recruitment procedures to ensure the suitability of staff, including Disclosure and Barring Service checks and references being undertaken for new staff. The manager completes a routine induction process with each new member of staff, which includes safeguarding and health and safety practice and procedures. All staff are given copies of the policies and procedures to read and any updates are shared with staff at

staff meetings. The majority of staff have attended safeguarding training. They have a sound understanding of child protection procedures and their roles and responsibilities and what action to take if they have concerns about a child.

Monitoring and self-evaluation are weak. Self-evaluation is completed but few of the areas identified for improvement have been addressed. The manager spends some time in the playroom and staff meetings are held each term. However, management's monitoring and supervision of staff overall is very weak and does not effectively promote and ensure the quality of teaching and care offered to children. There is no systematic method for staff supervision, which mostly consists of informal and ad hoc discussions, and no recent appraisals have been undertaken for the current staff. Therefore, training needs and opportunities for continued professional development are not clearly identified, to enhance and improve the quality of teaching and care of the children. Peer observations are undertaken very occasionally. No specific training or briefing is offered to staff who deputise when the manager and deputy manager are both absent, which results in staff not having a robust understanding of their roles and responsibilities. Documentation is mostly well organised. The deputy manager has not been fully briefed and, in the manager's absence, is not aware where to locate some of the documentation required for inspection. There is a written procedure to deal with complaints. Although there are some written notes, a clear record of a written complaint received and the outcome is not fully recorded or available for inspection.

Positive and trusting relationships are established with parents and regular two-way communication is encouraged, which promotes children's welfare, learning and development. Children's personal documentation is securely stored and clear records are maintained of any particular needs they may have, such as allergies. Parents spoken to on the day of the inspection state that their children settle well and enjoy attending the nursery. Parents are kept well informed through the nursery's website and via posters on display and verbal communication with staff. Staff work closely with parents, and proactively seek advice or input from other professionals when required, to support children who may have any special educational needs. The nursery endeavours to establish positive links with other settings children attend and with the schools children will attend. For example, Reception class teachers visit the nursery and summary sheets about the child are shared with the schools and other settings. This helps to promote continuity of care and a cohesive approach to children's learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY303072
Local authority	Suffolk
Inspection number	980959
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	64
Name of provider	Little Joe Ltd
Date of previous inspection	13/02/2009
Telephone number	01473 611881

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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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