

Nursery Rhymes

75 Cardigan Road, BRIDLINGTON, YO15 3JU

Inspection date

Previous inspection date

16/09/2014

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

- Staff know children well and use their good observations to deliver an educational programme to meet their individual needs. As a result, children are engaged and enthusiastic learners.
- Staff provide a safe, secure environment for children and have a good knowledge of safeguarding procedures. Consequently, children are effectively protected, secure and settled.
- Children with special educational needs and/or disabilities are very well supported because the nursery is proactive in engaging other professionals, to promote a comprehensive team approach. This means any gaps for these children are quickly narrowing and they are very well prepared for the next stage in their learning.
- Very good partnerships with parents and others support continuity in children's care and development, effectively promoting their development and emotional well-being.

It is not yet outstanding because

- Opportunities for children to develop their literacy and numeracy skills outdoors are not as effective as indoors, as there are fewer resources to promote the regular and purposeful use of letters, signs and symbols.
- Occasionally, staff do not respond swiftly to children's changing interests by providing resources to supplement learning and maximise children's exploration and development.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector held a meeting with the provider of the provision, and the nursery manager.
- The inspector looked at documentation, including children's learning journeys, staff planning, qualifications and suitability checks and nursery policies.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Full report

Information about the setting

Nursery Rhymes opened in 2014 under its current owner and is privately owned. It operates from a Victorian house located in the South Bay area of Bridlington, East Riding of Yorkshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. There are currently a total of 104 children on roll, of whom 88 children are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 15 staff working directly with the children, of these, 12 hold appropriate early years qualifications at level 3 and above. The provider holds Qualified Teacher Status. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance children's literacy and numeracy skills, for example, by adding additional resources outdoors, such as environmental print to further promote children's recognition and understanding of words and numbers in different locations and circumstances
- build on the already good teaching skills of staff so that they continually develop and improve their knowledge and practice, for example, by ensuring opportunities are not missed to provide extra challenge and interest for children, to enrich the good learning that currently takes place.

Inspection judgements

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

Staff demonstrate a good knowledge of the Early Years Foundation Stage. They provide effective educational programmes and an excellent range of well-balanced activities. These take full account of the different ways in which individual children learn and the stage of learning and development that each child has reached. Staff complete individual journals for each child, which show detailed observations and accurate assessments. Observations are purposeful and clearly identify children's next steps in their development. Therefore, children are engaged and enthusiastic learners. Children have good opportunities to play and access a variety of resources, which provide opportunities to

heighten their experiences and learning. They enjoy working together as a team in their play activities. For example, they share building blocks and make a 'princess castle' together. Staff praise the children and make suggestions to help to further develop their play and cooperation. As a result, these important personal skills in developing positive relationships support children well towards the next stage of their learning, such as school. Parents are fully involved in their children's learning through sharing information on their progress and achievements. Starting points for children's development are established using information from parents during home visits and settling-in sessions. Children with special educational needs and/or disabilities are very well supported to ensure their individual needs are met. Staff work closely with parents and other professionals to promote the children's learning and development requirements at all times. Staff in the nursery use sign language consistently, which supports children's ongoing understanding. Staff find out key words in children's home language to use in the nursery. This helps children who speak English as an additional language to communicate effectively. This develops their self-assurance and confidence. Staff support all children's cultural and social differences as they help them celebrate their personal festivals together. As a result, children feel welcome and included in the nursery.

The indoor environment is rich in pictures, which provides excellent opportunities for conversation and discussion. There is a good use of numerals displayed, and space and shape equipment is available, which staff use to encourage children to engage in number work and simple mathematics. Children are provided with the opportunity to explore the sizes of the bricks, placing them in towers as they start to understand about space and measure. Children like to look at books, happily exploring them on their own or with others. They listen with interest to stories read by staff. Children are using imagination skills and critically thinking as staff ask questions, such as 'what do you think happens next?' Children learn about the written word as there is an extensive range of text on display. They routinely see their name in print and staff provide a good range of writing tools to encourage children to practise their mark-making skills. However, this quality in the inside play areas is not extended to the outdoor environment, to strengthen children's growing literacy and numeracy skills.

The quality of teaching is good as staff know children well and follow their individual needs and interests to plan across all seven areas of learning. Staff are highly skilled at using open questions that encourage children to think and consider what else is possible, therefore, developing their communication and language skills. For example, the children have been helping to grow courgettes and various other vegetables in the nursery garden. They help to search for vegetables, which are ready to pick and eat. A staff member asks 'Can you tell me what this is?' and 'how do we know it's ready to pick?' Staff discuss size and colour, further developing children's understanding of the world. Children enjoy playing in the shaving foam; they access their own aprons before joining the activity showing they are comfortable and confident in the nursery surrounding. A staff member asks the children 'how does it feel?' She allows the children time to respond and then introduces words, such as scoop and splat, further developing children's language. These kinds of activities results in children having the skills needed for the next steps in their learning, including school. However, on occasions staff do not respond swiftly to children's changing interests by providing additional resources to supplement their ideas and maximise children's exploration and learning.

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

Children are happy and settled because their move into the nursery is managed very well. The key-person system is implemented successfully, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. Staff gather good information from parents about their child's individual needs. This information helps children's key persons to get to know them quickly, supporting a smooth start to nursery. Consequently, staff know children very well and talk to them about their home life, which helps them to feel valued. Parents receive a very detailed account of their child's day written in a diary at collection time so that they are always aware of all aspects of their care and the learning that has taken place. In addition, staff work closely with other providers, such as school, to ensure they provide the support children need as they embrace their future learning. For example, the staff have created a school book to show children moving on what school is like. As a result, children are confident about their new adventures.

There are good hygiene practices in place and children are encouraged to be independent in their self-care. Children are offered a nutritious snack, such as fruit, which they independently chop up or peel for themselves. Children enjoy good conversation at snack and meal times as staff generally discuss the contents of their packed lunches. This helps them to understand the importance of a healthy diet as staff encourage discussions about foods that are healthy and those which are not. Staff are attentive in promoting good hygiene, as a matter of course, in their daily routines. Good hand washing and meal time procedures are followed and staff ensure that efficient hygiene practices, combined with appropriate risk assessments, keep children safe and healthy. Children are energetic and inspired by enthusiastic staff as they join in the action songs. They jump, clap and dance as they wave their arms and move their bodies to the singing of staff. Children have daily opportunities to use up their energy in the outdoor play area. Staff supervise children well, while enabling them to explore and manage risks. Consequently, children develop large muscle skills and develop their balancing skills as they confidently climb up the activity centre and crawl across tyres. This fosters children's physical development and also ensures that they have plenty of fresh air.

Children show increasing independence in making decisions about their own play and learning as they independently select the well-organised resources. They are able to easily and safely select resources and make choices about where they wish to play. This builds children's confidence and they learn about keeping safe. Children's behaviour is managed effectively through clear and consistent behaviour management strategies. As a result, children's behaviour is very good. Staff model good social manners, further supporting children's acquisition of communication and language skills by ensuring children use please and thank you at appropriate times. Staff are enthusiastic and constantly give the children lots of praise for what they have achieved. Children also respond with big smiles. Consequently, children are actively encouraged to develop good personal, social and emotional skills. The nursery ensures every child's individual needs are met in accordance with their backgrounds and beliefs. For example, notices are displayed in English as well as the home languages of the children.

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

The management team and staff take all necessary steps to keep children safe and well. There is a strong commitment to create and maintain a high quality nursery where children are safeguarded. Staff fully understand their responsibilities with regards to child protection and are clear regarding what to do if they have a concern about a child. All staff have been vetted for their suitability to work with children. Robust recruitment ensures the suitability of adults employed. Staff practices are efficiently monitored through formal supervisions and spontaneous discussions. In addition, the management team carry out peer observations to ensure staff practice is consistent. Consequently, children's health, safety and learning is effectively promoted. Children are provided with a safe, welcoming and stimulating environment and their well-being is assured as the premises are secure. A range of comprehensive policies and procedures provide a clear focus on children's welfare. These are shared with parents, providing them with an insight into the staff's role and responsibilities. Parents are informed of any incident, as required and records of accidents and incidents are appropriately maintained. Children are further protected as staff carry out ongoing risk assessments, to ensure all areas of the premises are safe and suitable to be accessed by children. For example, clear documentation is displayed in specific areas on nursery walls, which records how staff monitor areas on a daily basis. The management team take swift action to make changes to the environment if risks present themselves, and they regularly review the health and safety procedures in the nursery.

The management team hold regular supervisions with all staff at which they review all planning and children's learning journals. Consequently, ensuring the accuracy and quality of the content is consistent. This shows they are committed to providing a high quality provision and that children make good progress through purposeful, playful activities. The provider has a good understanding of the learning and development requirements. The planning of activities and children's progress is monitored and tracked effectively. This ensures that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary. Therefore, children's needs are quickly identified and well met. The management team identify professional development needs through monitoring and discussion. Staff attend relevant training, which means that children continue to benefit from skilled staff, who are motivated and enjoy their work.

Partnerships between staff and parents are very positive. Parents spoken to during the inspection stated they are happy with the nursery staff and how supportive they are. Comments include how welcoming the environment is and how they are kept informed of their children's development through daily discussions and home books. Staff encourage parents to express their opinions of the nursery, in order to ensure their views contribute to the nursery's overall self-evaluation and ongoing developments. The management team engage with staff, children, other professionals, and parents to ensure they gain a view of the nursery from all perspectives as they strive to provide an outstanding provision. They effectively identify strengths and weaknesses of the provision and are able to implement any identified changes required quickly. Clear plans in place for improvements. Staff

understand the importance of sharing information with relevant professionals, and teachers from schools in the area are invited to meet children prior to starting Reception class. Staff have systems in place to work closely in partnership with specialised professionals to support children with special educational needs and/or disabilities when required. This means that children are very well supported in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY465761
Local authority	East Riding of Yorkshire
Inspection number	960158
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	104
Name of provider	Nursery Rhymes (Yorkshire) Limited
Date of previous inspection	not applicable
Telephone number	01262 675580

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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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