

# Nursery Rhyme

26 River Way, Christchurch, Dorset, BH23 2QP

## Inspection date

08/01/2015

Previous inspection date

15/03/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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## The quality and standards of the early years provision

### This provision is inadequate

- The provider's systems for recruitment and vetting to determine the suitability of staff are not robust. This weakness places children at risk.
- The register of attendance does not always show the hours children attend.
- Records are not always easily accessible and ready for inspection.
- Systems to review and monitor staff practice are not sufficiently in place.
- Staff do not extend children's learning through the play activities to make sure that each child is sufficiently challenged to help them move on in their development.

### It has the following strengths

- Children settle into the group happily and show that they have developed secure relationships with the adults.
- Staff keep parents informed about their children's care, well-being 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.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records and records to check staff suitability.
- The inspector spoke to the manager and staff and completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and of the systems used by the provider to evaluate the provision.

## Inspector

Dinah Round

## Full report

### Information about the setting

Nursery Rhyme registered in 1985 and is managed by the proprietor. It operates from a building situated in the grounds of the proprietor's home, as well as three converted ground floor rooms in the house. It is located in a residential area of Christchurch, in Dorset and mainly serves families from the local area. There is an enclosed garden for outdoor play. The pre-school provides care for children from the age of 18 months old to four years. There are currently 65 children on roll. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The pre-school operates between 8am and 6pm, for 51 weeks of the year. Children may attend for a variety of shorter sessions. There are seven members of staff who work with the children, of whom six hold a suitable childcare qualification. The pre-school is registered on the Early Years Register.

### What the setting needs to do to improve further

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

- ensure that a robust recruitment and vetting process is followed to check that staff looking after children are suitable to do so, including through use of the Disclosure and Barring Service as soon as staff are appointed
- ensure records are easily accessible and available for inspection, including staff suitability to work with children
- maintain a daily record of the names of children and their hours of attendance
- implement appropriate systems to review and monitor staff practice
- improve the quality of teaching to make sure that children are provided with sufficient challenging play and learning experiences to enable all children to move onto the next stage in their development.

### Inspection judgements

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

Children arrive at the pre-school and separate from their parents and carers well. Staff liaise closely with parents when children first start, in order to gain specific information about the children's capabilities, likes and dislikes. This provides details of children's

individual interests, enabling the staff to plan suitable play activities to keep children occupied overall. The staff have a clear understanding of how children learn and develop. They monitor children's progress through ongoing observation and assessment and use the information appropriately to plan for children's future learning. However, the quality of teaching is variable, which means that not all children receive sufficient challenge through play activities and experiences. Though all staff interacted suitably with children during the activities, some of the staff regularly missed opportunities to challenge children and extend their learning. For example, during a playdough activity, staff did not introduce counting or talk about size and shape to develop children's understanding of mathematics. They talked with children, promoting discussion, as they played with the playdough, but they did not model new words to build on children's vocabulary. As a result, there are inconsistencies in the support children receive from the staff to help them move on in their learning and development.

Children are learning appropriate skills for their future learning as staff encourage them to become independent in their self-care, such as putting on their coats to go outside. The children show care and control as they learn to pour their own drinks and butter their own bread at snack time. Staff are on hand to offer support when needed so that all children can learn to do things for themselves. The staff asked children to count how many cups they need at their table and the children worked out that there were six children so they needed six cups. This introduces children to problem-solving activities. Pre-school children have access to a range of mark-making tools both indoors and outdoors, such as chalks, pens and pencils. This contributes to developing their emergent writing skills. Staff regularly incorporate stories, songs and rhymes during the day to help promote children's language. However, they do not always organise group story times effectively to meet younger children's needs. As a result, children lost interest and wriggled on their chairs while others got up and walked around. This is distracting for others and does not help children to develop their listening skills. Children have access to a variety of materials and media. This enables them to use their senses to explore different textures, such as manipulating the dough and feeling shaving foam between their fingers.

Staff welcome parents into the setting. They regularly share information with parents about their children's progress through the daily informal ongoing discussion. In addition, key staff arrange a formal meeting with parents to go through their children's learning journal and discuss children's achievements. Staff send out 'wow sheets' to encourage parents to share what the children have done at home. This helps to involve parents in their children's learning.

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

The provider does not ensure that she meets the safeguarding and welfare requirements to promote children's well-being. There are significant weaknesses in staff recruitment procedures. Necessary checks to assess the suitability of staff to work with children are not robust. In addition, staff do not maintain accurate records of children's attendance. These weaknesses compromise children's safety and well-being. Nevertheless, staff carry out appropriate risk assessments, which includes completing a daily checklist of the play

space before the children arrive. Overall, this helps them to identify and minimise risks in the areas used by children. On the inspector's arrival at the pre-school, two large metal fences were observed leant against the wooden fencing at the rear of the garden. Staff explained to the inspector how they understood their responsibility to supervise the children closely and that they had told children not to go into the particular area. This contributes towards teaching children about risks in the environment. Following discussion with the provider about the metal fences, she arranged for these to be collected immediately to reduce risks to children.

Children are generally happy and settled. The caring team of staff attend to the children's individual needs appropriately, promoting children's emotional well-being. This helps children build secure relationships with the staff and other children. Staff teach children to have consideration towards others as they play. They explained the importance to be careful not to bump into others as they push toys around the room. Children listened and responded, showing that they are learning to manage their own behaviour. Staff follow suitable measures to get children's attention and as a result, children are familiar with the routines. They knew that when the bell rang, it was tidy-up time and actively joined in and found a job to do. The staff praised the children and acknowledged their involvement, which helped to boost the children's self-esteem.

Overall, staff maintain children's good health appropriately. They teach children to wash their hands after using the toilet and provide anti-bac hand gel for children to use on their hands before eating any food. Staff liaise with parents over children's individual dietary needs. The information is clearly recorded and all staff are made aware of the details to ensure that the children eat the right food for their diet. This helps to ensure that their dietary needs are met.

Staff organise the indoor play environment and resources appropriately to allow children to make some choices about their play. At set times during the day, staff take small groups of children into the creative room for some adult-led activities. This provides children with a greater variety of play experiences. Regular use of the outdoor play areas provides children with lots of fresh air and exercise. Children used their imagination in the play boat to act out familiar stories and they had great fun jumping and splashing in the puddles. This enables the children to follow their interests and promotes their physical development.

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

The provider has too little understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in breaches that have a significant impact on the safety and well-being of children. She does not ensure that the pre-school recruitment procedures are followed rigorously. Though the provider states that she takes up personal references on staff, she has no record of the checks completed. She has failed to initiate checks through the Disclosure and Barring Service for some staff employed, to ensure they are suitable to work with children. This compromises children's safety.

Additionally, staff do not always complete the daily registers sufficiently to show children's hours of attendance. The provider does not make sure that all required documentation is easily accessible and ready for inspection.

There is a clear safeguarding policy in place. All staff read the policy and sign that they are aware of their roles and responsibilities to protect children. The staff have an adequate understanding of safeguarding issues and are clear to report any concerns to senior staff. The majority of staff have an up-to-date paediatric first-aid qualification. This helps them to support children's welfare. Staff work together well as a team and regularly share information through ongoing discussion during the day. This contributes to the children's personal care needs being met.

Staff use appropriate arrangements to monitor children's progress, including completing the required progress check for two-year-old children. The provider understands her role to support the staff and makes sure that the staff have some access to training opportunities. She checks that staff keep the children's assessment records up to date and discusses any activities planned. However, she is aware that some staff are using baby talk instead of the correct words when interacting with the children and has not addressed this. This means that the provider does not effectively monitor the staff practice to focus sufficiently on improving the quality of teaching. Senior staff use some systems of self-evaluation for the pre-school although these are not updated frequently. The provider explained that she talks with the staff to review aspects of the provision but that she is aware her procedures for self-reflection could be more thorough. Staff work in partnership with parents. They make sure that there is a regular sharing of information and that parents receive clear details about the provision. This helps to keep parents informed and updated about any changes.

## 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

<b>Unique reference number</b>	144298
<b>Local authority</b>	Dorset
<b>Inspection number</b>	846626
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Angela Sherrie Dewey
<b>Date of previous inspection</b>	15/03/2011
<b>Telephone number</b>	01202 482648

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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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