

Nursery Rhymes Day Nursery (2)

619 Sheffield Road, Sheepbridge, Chesterfield, Derbyshire, S41 9DX



Inspection date

Previous inspection date

28 April 2015

7 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are safe at the nursery because staff are vigilant in their supervision and implement vigorous safeguarding policies and procedures. The manager carries out detailed risk assessments to minimise hazards.
- Staff know the children well. They complete regular, precise assessments of the children's progress. They use these effectively to plan for children's next stages of learning. As a result, children make good progress in their learning and development.
- Children flourish because staff provide good support for their emotional well-being. Babies benefit from the calm, nurturing environment. Children enjoy their play because staff plan activities around their interests and developmental needs. Children form strong attachments and build close relationships with staff. As a result, children are happy to be at the nursery.
- Strong and trusting partnerships with parents have been developed. Parents are kept well informed about their child's learning and development. Good systems are in place for them to share information and promote their child's learning at home.
- Leadership is strong. The management team demonstrates a clear drive for the improvement and development of the nursery and staff.

It is not yet outstanding because:

- Those in charge of the provision do not always review the progress of different groups of children, to ensure teaching is effective in promoting rapid progress.

What the setting needs to do to improve further

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

- extend the monitoring process, to include different groups of children, including those with identified needs, to ensure teaching is fully successful in ensuring all groups make rapid progress.

Inspection activities

- The inspector spoke to children, parents and staff and held a discussion with the manager during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed children engaged in activities, both inside and outdoors.
- The inspector sampled documentation and records. These included children's learning journals, tracking and planning documentation and staff files.
- The inspector looked at evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.

Inspector

Janice Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding that children learn best through play. They provide a wide range of challenging activities to enhance children's learning. Teaching is good and staff enthuse and motivate the children to learn. Children are confident and instigate their own play as they investigate the activities on offer to them. Pre-school children concentrate and listen well. They take part in group activities with enthusiasm. As a result, they are gaining key skills for their future learning. Children freely access the activities and toys available. This enhances their independence and helps them to be active learners. For example, toddlers thoroughly enjoy playing in water with toy ducks. Staff use this opportunity and encourage the children to sing, which enhances their language skills effectively. Children's physical development is promoted well. Children have many opportunities to help develop their creativity and imaginations. For example, they create pictures using a variety of materials and enjoy spending time pretending to be doctors.

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

Staff have a thorough understanding of the children's welfare needs and meet these extremely well. They create a welcoming, homely nursery where all children blossom and thrive. Children have formed strong attachments with the staff and good relationships with each other. They are happy and content and show a good sense of belonging. The key-person system is in place, which helps children settle well into nursery life. Children are well behaved. They receive constant praise, which boosts their self-esteem. They play harmoniously together, sharing toys and taking turns. Staff promote good hygiene procedures and encourage the children to use their self-help skills effectively. Staff effectively prepare children as they move through the nursery and on to school. Children enjoy nutritious, healthy meals. Children have good opportunities to enjoy fresh air and exercise and learn about healthy lifestyles. Staff teach children how to be safe.

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

The manager is experienced and passionate about her role. She maintains a safe and secure environment. Recruitment arrangements are robust to ensure staff are suitable to care for children. The manager completes inductions, supervision sessions and appraisals with the staff to enhance their performance. Staff are well qualified and are supported to develop their practice through ongoing training opportunities. This has a positive impact on children's learning and development. However, while children's progress is monitored, this does not include the progress of identified groups of children. For example, gifted and talented children's progress is not tracked well enough to check they are making rapid progress. The manager and her team reflect critically and have identified the strengths and weaknesses of the nursery. They have put together a detailed action plan and involved the parents in the process. As a result, they are improving the quality of the service they offer. Partnerships with schools, the local authority and outside agencies all contribute to providing continuity of care for children and their families.

Setting details

Unique reference number	206224
Local authority	Derbyshire
Inspection number	864116
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	96
Name of provider	Ian Beckett, Judith Beckett & Karen Carlisle Partnership
Date of previous inspection	7 April 2009
Telephone number	01246 450354

Nursery Rhymes Day Nursery (2) opened in 1995. The nursery is open each weekday from 7.30am to 6pm, all year round, except for bank holidays and the week between Christmas and New Year. The nursery receives funding for free early education for two-, three- and four-year-old children. There are 18 staff employed at the nursery, of which 13 hold appropriate early years qualifications at level 3. Three staff have a degree level qualification and one member of staff has a foundation degree.

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