

Rhymes Nursery

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



Inspection date

27 August 2015

Previous inspection date

19 December 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The toilet area is not organised in a suitable way to meet children's individual needs and ensure their privacy.
- Staff do not ensure that their interactions with children in the pre-school room are of a consistently good quality. They do not ensure that all children are engaged and motivated to learn.

It has the following strengths

- Management is committed to the continuous development of the setting, in order to bring about ongoing improvement to the quality of care and learning for children. Steps have been taken to address the actions and recommendations from the last inspection.
- Children are happy, settled and develop emotional attachments with staff. Babies seek out familiar staff for cuddles and reassurance. Older children confidently invite staff to join in their activities.
- Staff provide a wide range of activities for children that promote all areas of learning. Outdoor play is planned for well to effectively support children who learn best in this environment.
- Children behave well and respond positively to the consistent boundaries. Staff are good role models, treating children with respect and positive regard.
- The quality of the verbal interactions in the baby room are good. Staff respond well to the babbles and gestures of the babies. Children become confident communicators and readily engage in conversation with adults and other children.
- Staff establish good partnerships with parents and support a two-way flow of information. They actively encourage parents to remain involved in their children's learning, both in the setting and at home.

What the setting needs to do to improve further

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

- guide the development of all children through consistently positive staff interactions and by supporting all children to engage in activities and develop an enthusiasm for learning
- organise the premises in a suitable way to ensure that children's individual needs are met when they are using the toilet facilities.

Inspection activities

- The inspector observed activities in the playrooms and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector carried out a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents and children.

Inspector

Jacqueline Mason

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff find out about children's starting points through discussions with parents. Staff understand how children learn. However, the quality of staff interactions with children in the pre-school room does not always demonstrate the characteristics of good teaching and learning. Quieter children are sometimes overlooked and staff do not effectively engage with them while they are waiting for lunch to be served. Staff observe children as they play and their observations are evaluated well. This identifies the next steps in children's learning and what staff need to do to support children's progress. Following the last inspection, staff have begun to track children's progress. This is in its infancy. Early indications are that the tracking systems are successful in checking if children are making progress from their starting points and developing the skills needed to be ready for school. There are good arrangements to encourage parents to remain involved in their children's learning and contribute to planning.

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

Children are provided with a varied menu that is nutritious and balanced. Special dietary needs are met well. Children understand how to keep healthy, such as washing their hands after using the toilet. However, the toilet area is not organised well to ensure that children's needs are met and their privacy assured. Children are reminded about safe practices. They are happy and settled in this welcoming setting. The key-person system is implemented well to ensure that each child has a named person to take responsibility for their care and learning needs. The key persons build effective relationships with parents. The individual routines of babies are followed, promoting continuity of care and fostering a good sense of belonging. Children's emotional well-being is promoted and they develop confidence to embrace new experiences. Children's transitions between the rooms are good and they build good friendships with others. Good behaviour is valued and praised.

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

Management and the mostly qualified staff understand their responsibilities to meet the statutory requirements. Staff have a good awareness of the signs and symptoms of abuse and know how to report concerns. Regular staff meetings and supervision provides them with coaching and mentoring. Staff are committed to their own professional development and readily address their training needs. Following the last inspection, staff attended training in communicating with younger children. They implemented their learning, in order to effectively support children's developing speech and language. The strengths and weaknesses of the setting are identified and the views of staff, parents and children are sought. An action plan for development has been identified that is clear and achievable. It is focused on the continuing improvement to the quality of care and learning for all children. Children's learning is beginning to be monitored, in order to provide an accurate assessment of their progress and ensure that any gaps are addressed.

Setting details

Unique reference number	EY303072
Local authority	Suffolk
Inspection number	1011129
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	58
Name of provider	Little Joe Ltd
Date of previous inspection	19 December 2014
Telephone number	01473 611881

Rhymes Nursery was first registered in 1993. It is one of two nurseries and two out-of-school clubs that are privately owned and managed. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one member of staff who has a degree in early years. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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