

Nursery Rhyme

26 River Way, Christchurch, Dorset, BH23 2QP



Inspection date

22 April 2016

Previous inspection date

26 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has made improvements in monitoring and planning for individual children's progress. Staff have a good understanding of children's next steps and how to develop their learning through play. As a result, children make good progress.
- There is a good balance between adult-led activities and opportunities for children to choose and organise their own play. Group activities are planned well to ensure all children are able to participate fully and gain new skills and confidence.
- Children develop a strong bond with the close and caring staff team. They value and respect those around them and form good relationships with their friends.
- Children are keen to explore and investigate, and their thoughts and ideas are valued by staff. Staff provide a good range of activities that help children to learn about the natural world and their environment.
- Children develop confident language skills and are eager to enter into discussions. Staff support children's language and literacy development well.

It is not yet outstanding because:

- The management team have not yet fully considered how their monitoring systems can help them reflect on how the provision supports particular groups of children to maximise learning opportunities for all children.
- The setting does not always share detailed information with other educational settings that children also attend, to promote consistency in children's learning.

What the setting needs to do to improve further

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

- extend monitoring systems to track the progress of groups of children more effectively, to help recognise and target potential gaps and patterns in their learning at an early stage
- build stronger links with other educational settings that children attend, to promote consistency when supporting children's learning.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager and nominated person.
- The inspector looked at children's assessment records and planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and reviewed the provider's self-evaluation form.
- The inspector took account of the views of the parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are clear about their roles and responsibilities to help protect children from harm. The manager provides guidance and training for staff to improve their teaching skills and support children's welfare. Individual staff share ideas with the whole team, helping to promote consistency and improve outcomes for children. For example, all staff engage children in thoughtful discussions, following a member of staff completing training which included guidance on supporting language and communication skills. Staff recruitment and vetting procedures are effective in helping to ensure staff are, and continue to be, suitable to work with children.

Quality of teaching, learning and assessment is good

Children are excited to learn and make independent choices in their play. For example, they choose to continue their learning outdoors, as they investigate the growth of tadpoles. Staff encourage children to solve problems. For example, children consider how they can melt the ice block to reveal the objects inside. Children are confident in suggesting their ideas and trying them out, of example by shining a torch on ice, as they know staff will value their input. Children's literacy development and understanding of the natural world is supported well. For instance, children make books about caterpillars and butterflies and help staff to tell a story using props. Numbers and counting are used frequently such as when children build towers using different sized and shaped bricks. Staff know the children well and make regular observations and assessments of their progress. They routinely share these with parents, involving them well in children's learning. The manager and staff plan a good range of activities in response to children's learning needs and interests.

Personal development, behaviour and welfare are good

Children are confident and happy, and their behaviour is good. For example, they learn to listen to each other and wait their turn during their play. Staff successfully promote children's awareness of healthy lifestyles. Children learn simple hygiene routines and enjoy healthy snacks. Staff supervise children well as they move around the safe and secure pre-school. Staff are vigilant about safety and remind children how they can keep themselves safe in different situations. The staff team creates a welcoming and enabling learning environment, where children feel comfortable. Children frequently use resources and take part in activities that help them to value and respect the wider world.

Outcomes for children are good

Children are happy and develop an inquisitive approach to their learning. They frequently experiment with tools and materials, for example, to increase their knowledge of how things work. Staff help children to develop the skills for their future learning well. Children recognise their name and often use early writing to label their own work. They learn to work well together.

Setting details

Unique reference number	144298
Local authority	Dorset
Inspection number	1015941
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	47
Name of provider	Nursery Rhyme Pre-School Limited
Date of previous inspection	26 May 2015
Telephone number	01202 482648

Nursery Rhyme registered in 1985. It is managed by the proprietor and operates from their home in Christchurch, Dorset. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school operates between 8am and 6pm for 51 weeks of the year. There are five members of staff working with the children, of whom, four hold a suitable childcare qualification, including one at level 4.

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