

Nursery Rhymes Day Nursery

Main Road, Shirland, ALFRETON, Derbyshire, DE55 6BB



Inspection date

27 September 2016

Previous inspection date

12 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff provide a safe and stimulating environment. They know the children well and find out about their individual needs before they start at the nursery. Children have developed strong bonds and trusting relationships with their key persons.
- The manager demonstrates a good understanding of her role. She and the provider have high expectations and they accurately identify priorities for improvement.
- Staff skilfully check on children's progress and identify their next steps and any gaps in their learning. They plan activities that are of interest to the children and motivate them well. All children, including those who have special educational needs or disability, make good progress in their development.
- Staff manage children's behaviour well. They provide clear explanations that help children know what is expected. Children have good manners and are polite. They play cooperatively together and learn to take turns and share resources from an early age.
- Partnerships with parents are well established. Parental involvement in their children's learning is highly valued and well promoted. Parents are kept informed about children's progress and contribute information about what children are achieving at home.

It is not yet outstanding because:

- Some staff in the baby room do not consistently model language or provide a narrative of what babies are doing, in order to help babies' listening and speaking skills.
- Occasionally, during adult-led activities, some staff in the pre-school room do not let children solve problems for themselves. They step in and make suggestions before the children have had time to think of a solution.

What the setting needs to do to improve further

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

- provide even more opportunities for babies to hear language, in order to help them develop their listening and speaking skills effectively
- enhance older children's problem-solving skills and give them more time to think about solutions to problems.

Inspection activities

- The inspector spoke to the children, staff and provider of the nursery. She also held discussions with the manager.
- The inspector observed the interaction between the staff and children during activities indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records and the planning documentation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and reviewed the nursery's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The manager is experienced and knowledgeable. Leadership and management are effective. There is a clear motivation to develop and improve the quality of the nursery. The manager has addressed previous recommendations effectively. For example, she now monitors staff performance effectively to help improve their practice. She carries out staff observations, and conducts supervision meetings and annual appraisals. Staff attend all necessary training and update their skills and knowledge. Safeguarding is effective. All staff have a secure understanding of what they would do if they had a concern about a child in their care. The manager follows robust recruit procedures to ensure staff are suitable to care for children. She carries out risk assessments to help ensure the equipment and premises are safe. There are well-established partnerships with the other settings children attend, local authority workers and a range of outside professionals.

Quality of teaching, learning and assessment is good

All staff are well qualified. They use their knowledge to promote children's learning effectively. Overall, teaching is good. Staff encourage children to take part in activities that are fun and exciting. For example, children in the pre-school enjoy washing the cars using shaving foam. Toddlers explore pasta and lentils, filling containers and making pretend cakes. Babies excitedly sing popular songs. Older children sit and listen attentively to well-read stories. They concentrate and anticipate what is happening next. Staff help children to learn about number, shape and space. For example, younger children count and use mathematical language while playing in the sand. Pre-school children learn about different shapes and colours as they play a matching game in the garden. Staff meet the needs of children who have special educational needs or disability effectively. Staff adapt activities and set achievable targets to promote individual children's learning.

Personal development, behaviour and welfare are good

Children are happy and content in this friendly nursery. Babies and young children develop a strong sense of security. Pre-school children demonstrate that they are confident and move around the nursery at ease. Staff support children's needs well and know their routines and preferences. They help prepare children for changes, such as settling into the nursery, moving between rooms and into school. Children learn about the wider community and are beginning to learn to respect each other's views. Children follow effective hygiene procedures and are beginning to understand about healthy lifestyles. Staff encourage children to take risks as they play and talk to them about staying safe.

Outcomes for children are good

All children are progressing well in their learning and development given their starting points. Children are acquiring key skills for their future learning. They concentrate and have a positive attitude to learning. Older children have a good understanding of the importance of self-care. They independently put their own shoes and coats on as they go outside. Children's physical development is good. They handle equipment well and learn to move in various ways from an early age.

Setting details

Unique reference number	EY444279
Local authority	Derbyshire
Inspection number	1060090
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	50
Number of children on roll	53
Name of registered person	Nursery Rhymes Day Nursery Limited
Registered person unique reference number	RP531476
Date of previous inspection	12 October 2012
Telephone number	01773830850

Nursery Rhymes Day Nursery was registered in 2012 and is privately owned. It opens Monday to Friday from 7.30am until 6pm, all year round, except for a week at Christmas and on bank holidays. There are 12 members of childcare staff, all of whom hold an early years qualification at level 3. The manager holds level 4. The nursery receives funding for free early education for two-, three- and four-year-old children.

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