

# Nursery Rhymes

2 Bolton Road, Addingham, ILKLEY, West Yorkshire, LS29 0NR



## Inspection date

13 September 2017

Previous inspection date

5 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The experienced and qualified management team is very dedicated and ambitious to provide good-quality learning experiences for children. They accurately evaluate the nursery provision, involve and gather the views of parents and children, and implement a robust development plan to help raise the quality even further.
- Partnerships with parents are strong. Staff keep parents fully informed about their children's learning. Parents are very pleased with their children's achievements. They are complimentary about the staff and the quality of the provision. Parents describe the staff that care for their children as fantastic.
- Children's emotional well-being is strong. The effective key-person system supports continuity for babies and young children well. Staff tailor settling-in sessions well to support children's individual needs effectively. Key persons and parents work closely together to support children to move between rooms effectively.
- Staff help children to develop their understanding well of the differences between themselves and others, and appreciate diverse traditions in this very inclusive nursery.
- Staff support children's mathematical learning well. They provide interesting activities to develop children's understanding of a wide range of mathematical ideas successfully.

### It is not yet outstanding because:

- Systems for identifying individual professional development for staff, do not focus precisely enough on raising the quality of teaching even further.
- Staff do not consistently use mealtimes and routines to develop children's understanding of the impact that healthy foods and lifestyles can have on their bodies.

## What the setting needs to do to improve further

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

- refine the systems for identifying professional development for staff to focus more precisely on raising the quality of teaching even further
- consistently help children to develop their understanding of the benefits that eating healthy foods and following thorough hygiene routines can have on their bodies.

### Inspection activities

- The inspector observed children taking part in play activities indoors and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the management team. She checked a range of policies and procedures, and discussed the nursery's self-evaluation documentation.
- The inspector checked evidence of staff's suitability and viewed their qualifications.
- The inspector spoke to parents during the inspection and took account of their views and those provided in writing by other parents.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete training in child protection and fully understand their responsibilities in keeping children safe from harm. Staff understand the procedure to follow should they be concerned about a child's welfare or the behaviour of a colleague. The management team implements rigorous processes to keep children safe. This includes an effective entry system and good levels of supervision for children during visits to the park. The management team monitors how well individual children are progressing in their learning and identifies any areas where progress is less than expected. This helps to ensure that no child falls behind in their learning. Partnerships with schools, early years settings and other professionals are well established. This provides consistency for children's learning and development. Management support staff effectively to understand their role through regular supervision and annual appraisals.

### Quality of teaching, learning and assessment is good

Staff make accurate assessments of what children know and can do and use these to plan experiences to extend their learning successfully. Children concentrate very well as they place the different objects that staff provide on the large weighing scales. Children talk confidently about which objects are the heaviest and what they need to do to reduce the weight. Qualified and skilled staff encourage children to build a representation of the nursery using large wooden bricks. Boys talk confidently as they describe the different features of the village they live in, and describe the buildings they pass to get to school and nursery. Staff use excellent expression and tone of voice as they engage babies in wonderful playful interactions.

### Personal development, behaviour and welfare are good

Children enjoy challenging their physical abilities. Babies show determination and delight as they roll over and get themselves into a crawling position. Boys build ramps outdoors using large wooden bricks and explore how fast and how far the toy cars travel. Staff involve children in making a den using waterproof material to shelter from the rain. In addition, children enjoy many outings to the local park. Their physical well-being is strong. Staff encourage children to develop their independence well. Young children confidently put on their own outdoor clothing and persist in learning to zip up their coat. Children are sociable and very polite. Their behaviour is very good. Staff provide clear boundaries for children to help them know what is expected. Staff and the nursery cook support children's individual dietary needs well.

### Outcomes for children are good

Children are inquisitive and motivated in their learning. They display very good language skills and ask thought-provoking questions. Children show an enjoyment of songs and rhymes, which they join in with enthusiastically. Older children write their name and a range of other words successfully. All children, including those who have special educational needs and/or disabilities, develop the skills they need for their future, including starting school.

## Setting details

<b>Unique reference number</b>	957307
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1064246
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	59
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Nursery Rhymes LLP
<b>Registered person unique reference number</b>	RP521324
<b>Date of previous inspection</b>	5 August 2013
<b>Telephone number</b>	01943 839000

Nursery Rhymes registered in 2001. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, for 51 weeks a year, except bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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