

Rhymes Nursery (Dudley)

Fulbrook Road, DUDLEY, West Midlands, DY1 2BG



Inspection date

26 September 2017

Previous inspection date

21 August 2013

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

- The management team goes above and beyond in their uncompromising drive to identify and meet the needs of children who have special educational needs and/or disabilities. They forge highly effective partnerships with parents and a wide range of other professionals, to make sure that children have the support they need to help them make the best progress they can.
- The nursery provides a highly inclusive service and environment with a strong message that everyone is welcome and valued. Children's well-being is given the highest priority and they receive all the support they need to settle, when they first start. Children develop strong attachments to staff who are kind, caring and sensitive in all their interactions, and are happy and thrive well.
- All staff model language well. They quickly help children to develop spoken language, including children who are learning to speak English as an additional language. Staff are skilled at allowing children time to respond to their questions by use of prompts.
- Overall, the well-established programme for the professional development of staff results in good teaching practice.

It is not yet outstanding because:

- On occasions, the planning of some adult-led activities is not meticulous enough to ensure children have the opportunities they need, to make consistently high rates of progress.
- There is less focus on providing outdoor learning opportunities for children in the pre-school room, particularly for those children who show a preference to being outdoors.

What the setting needs to do to improve further

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

- support staff further to plan more meticulously and provide children with greater opportunities, to make consistently high rates of progress
- enhance opportunities for children in pre-school to access outdoors, especially for those children who prefer to learn outdoors.

Inspection activities

- The inspector observed children at play in all playrooms and the outdoor area. She assessed the quality of interactions between staff and children.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of all adults.
- The inspector spoke to children during the inspection. She spoke to parents and also took account of parent's written views.
- The inspector took account of the written views of other professionals.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

The leadership and management team demonstrate a consistent drive and commitment to improving outcomes for children. Self-evaluation includes the views of staff, children, parents and other professionals and leads to continuous well-targeted improvements. Recent improvements include increasing the ways that parents and children help to plan activities and next steps in learning. Home visits have also been extended so that all funded children receive additional support to make the move into nursery. Discussions with parents and written feedback demonstrate that parents feel their children benefit greatly from attending the nursery. The arrangements for safeguarding are effective. Child protection is given the highest priority. Staff are knowledgeable and vigilant. They take all necessary steps to protect children. They initiate early intervention to support vulnerable families. Robust recruitment, vetting, induction and ongoing suitability checks are thorough to ensure staff are suitable to work with children. Staff make sure the environment is kept safe and secure.

Quality of teaching, learning and assessment is good

Staff use accurate assessments of children's achievements to identify well targeted next steps in learning. When necessary, staff work with children on a one-to-one basis to provide any additional support children need to progress in their learning. All staff are skilled at joining children during their play. They encourage children to be inquisitive and to find things out, such as by using the array of resources that are freely available to them. Staff support children to use all of their senses to explore and experiment. They know the children well. They talk to them about their experiences outside of the nursery to stimulate their creativity and imagination. Staff engage children in conversations and activities that help them to increase their interest and mathematical understanding, such as number, colour, size and shape.

Personal development, behaviour and welfare are good

Staff make all children and their families very welcome. Children demonstrate that they feel safe and secure as they leave their parents on arrival to start to play. Children learn to consider others and embrace diversity. Staff give children all of the time and support they need to learn to do things for themselves, such as recognising what items they need to collect for snack time. Staff are good role models. They help children to understand and manage their emotions and behaviour.

Outcomes for children are good

All children make good progress from their starting point and taking into account their capabilities. Children develop the skills they need for future learning and the move on to school. Children are motivated learners who are continually occupied and engaged in active learning. From a very early age, children enjoy taking part in small groups where they learn to sit, listen, follow instructions and work together. Children in the baby room develop good physical skills and become confident in their own abilities to feed themselves and climb steps to go down the slide. Pre-school children can count large groups of items correctly. They name some shapes correctly and identify items by size.

Setting details

Unique reference number	EY382012
Local authority	Dudley
Inspection number	1065267
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	108
Name of registered person	Rhymes Nursery Limited
Registered person unique reference number	RP518313
Date of previous inspection	21 August 2013
Telephone number	01384 458051

Rhymes Nursery (Dudley) registered in 2008. There are 25 members of staff working directly with the children, all of whom hold relevant childcare and education qualifications from level 3 to level 6. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

