

# Nursery Rhymes

Nursery Rhymes, 619 Sheffield Road, CHESTERFIELD, Derbyshire, S41 9DX



<b>Inspection date</b>	7 February 2018
Previous inspection date	4 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 owner, manager and practitioners have worked effectively to develop the provision since the last inspection. They have worked closely with the local authority and have implemented effective action plans. These have been used to address actions and recommendations set at the previous inspection.
- Teaching is consistently good. Practitioners interact well with children and extend their play and learning skilfully. For example, they use questioning effectively to encourage children to think about what they are doing and to express their ideas.
- Partnerships with parents are an area of strength in the nursery. Parents speak very highly of the staff and the quality of care their children receive. Staff value parents' input and encourage them to share their own assessments of children's achievements at home through the use of a 'wow board' in each room.
- The key-person system works well for children and parents. Children settle quickly and are happy and comfortable in the company of the practitioners who care for them. Staff know their key children exceptionally well. This helps them to ensure that children's individual needs are met and their well-being prioritised.

### It is not yet outstanding because:

- Staff do not consistently use their assessments to identify clear, specific next steps for children's learning and to target teaching precisely, to accelerate children's progress.
- Although, management have started to make improvements to the learning environment, there is scope to enhance this further in the two-year-old room to support children to become highly motivated in self-chosen play.

## What the setting needs to do to improve further

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

- strengthen staff's use of assessment and tracking information to prioritise next steps for children's learning and sharply focus planning, to help quickly close any gaps in their development.
- help staff to evaluate and enrich the learning environment for two-year-old children, so that children are highly motivated to show curiosity and follow their instinct to explore.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held discussions with the nursery manager. She looked at relevant documentation, such as the nursery's policies and procedures and evidence of the suitability of staff.
- The inspector spoke to children and staff during the inspection at appropriate times. She looked through children's learning journeys and discussed these with the staff.
- The inspector spoke to a small number of parents on the day and took account of their views.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and practitioners have a good understanding of local safeguarding procedures and understand their responsibility to report any concerns about a child's welfare. The provider and management team have worked closely together to improve outcomes for children. The supervision of staff is having a positive impact on their motivation, raising their teaching skills and developing their all-round knowledge. The manager completes peer observations and identifies specific training and professional development opportunities to help to raise the quality of their teaching to an even higher level. The manager has started to monitor the progress of individual and groups of children. She has started to check staff's assessments, identify any gaps in children's learning and take prompt and effective action to address these.

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

Staff are well-qualified, and their skills are utilised well. For example, staff with strengths in a specific area, such as planning, observation and assessment, are encouraged to take on the role of 'champion' in that aspect. The 'planning champion' is currently working alongside the local authority advisor to implement changes and coach other staff. Although this is in its early days, it has already having a positive impact on children's learning and development. Practitioners in the rising-fives room use plenty of praise and encouragement to help motivate and engage children. They foster children's can-do attitude to learning successfully. Babies are supported exceptionally well to build on what they already know and can do. They refine their physical skills as they crawl, cruise and walk about the space with confidence, exploring a range of activities as they go.

### Personal development, behaviour and welfare are good

Close relationships formed between staff and parents contribute to children's feelings of well-being and belonging in the nursery. Children behave very well and clearly understand the routines. For example, when babies see the high chairs, they know it is their dinner time. Children are confident and encouraged to develop their independence. They chose whether to play indoors or outdoors and what to play with. Children learn good hygiene practices through the daily routines. They wipe their noses and wash their hands. Children start to learn about healthy lifestyles as they have plenty of opportunities for fresh air, exercise and are provided with healthy home-cooked food.

### Outcomes for children are good

All children make good progress from their starting points. Children concentrate well and settle at activities for sustained periods of time. They develop the skills they require for their future learning, and for their eventual move on to school. For example, children in the pre-school room demonstrate their listening and attention skills as they listen to a story. They can recap the main points of the story, talk about the characters and what happened at the beginning and at the end. They are developing their communication and literacy skills very well.

## Setting details

<b>Unique reference number</b>	206224
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1115861
<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 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Ian Beckett, Judith Beckett & Karen Carlisle Partnership
<b>Registered person unique reference number</b>	RP907617
<b>Date of previous inspection</b>	4 October 2017
<b>Telephone number</b>	01246 450354

Nursery Rhymes registered in 1995. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including several members of staff who have completed a foundation degree in early years education. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

