

Rhymetime Northampton

Connolly Lodge, St Crispins, Northampton, NN5 4BW



Inspection date

12 April 2018

Previous inspection date

6 February 2014

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 managers and staff provide a superb environment based on the leadership team's expert knowledge of how children learn. Children follow their own creative ideas and help themselves to many highly stimulating resources and toys.
- Overall, children make good progress relative to their starting points. Children receive effective support to close gaps in their learning and development.
- Staff in the pre-school sharply focus their support on developing children's independence. For example, they consider the differing ways children may learn to put on their coats as they help children explore which method suits them. Children clean their own plates after lunch and confidently help themselves to their packed lunches.
- The managers are ambitious. They make improvements based on the views of the local authority, parents and children. For example, they have enhanced their planning systems to further include the interests of children.

It is not yet outstanding because:

- Staff do not always use the tracking system effectively so that all information recorded is accurate to enable managers to fully monitor children's progress, particularly different groups of learners, to help raise children's outcomes to the highest levels.
- Although staff share information well overall about children's progress, next steps and the activities they undertake, their support for parents to extend their children's learning at home is not yet consistently highly successful.

What the setting needs to do to improve further

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

- embed further the assessment and tracking systems, to obtain a more precise analysis of the impact of teaching and any intervention needed for different groups of children to help ensure children make consistently outstanding progress
- provide more ongoing and targeted support for parents to help them continue their child's learning at home.

Inspection activities

- The inspector observed children and their interactions with staff.
- The inspector viewed a sample of documents, including children's learning records and staff recruitment records.
- The inspector carried out a joint observation with the manager and explored arrangements for reviewing staff performance.
- The inspector took account of the written and spoken views of staff, parents and children.
- The inspector held discussions with the managers at appropriate times.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers provide staff with regular training and updates to their safeguarding knowledge. Staff know the procedures to follow to report any child protection concerns. Recruitment and induction procedures are effective. The manager regularly checks the ongoing suitability of all staff. Risk assessments take place in all rooms to help minimise any hazards to the children's safety. Staff benefit from observations of their practice, supervisory meetings and training opportunities. For example, following recent training, staff have implemented new ideas to improve planning for children's learning and enhanced mathematical learning opportunities. Feedback from parents show they are extremely happy with the service the nursery provides. They praise staff for their warmth and approachability.

Quality of teaching, learning and assessment is good

Overall teaching is good, the high level of qualification of some staff reflects in some examples of very skilled teaching. For instance, on occasion staff working with pre-school children make the most of children's spontaneous play to develop their understanding of the wider world. Children enjoy exploring the role-play discovery lab area, pretending to be scientists. When children playing on bicycles pretend to break down, staff encourage them to consider they may need to call the breakdown service for help. Staff help children to expand on this idea, enriching their pretend play. Staff provide many opportunities for babies and younger children to explore using their senses and to develop their attention. For example, babies enjoy exploring the hay as they play with pretend farm animals. Multilingual staff help children who speak English as an additional language to converse in their home languages. Children have many opportunities to develop their early mathematical and literacy skills. For example, children who are helping prepare snack, count fruit.

Personal development, behaviour and welfare are good

Children play in a highly stimulating environment, which meets their individual needs well. Staff are skilled at understanding non-verbal communication and respond quickly to babies expressions of their needs. They help children to learn about their local community, such as through joining in community initiatives, including litter picking and plans to save a local clock tower. Staff teach children sensitively to consider each other as they play. They help children to follow good hygiene routines. They remind them to wash their hands after using the toilet and before eating. Children have opportunities to climb, balance and take manageable risks.

Outcomes for children are good

Children confidently gain good communication skills. They develop their physical skills well. They demonstrate an understanding of how to keep themselves safe, such as when they use a knife to cut fruit. All children are active learners. They are extremely self-assured and develop the essential skills for the next stage in their learning. All children have fun, and thoroughly enjoy their time in this very welcoming setting.

Setting details

Unique reference number	EY389531
Local authority	Northamptonshire
Inspection number	1119492
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 - 8
Total number of places	90
Number of children on roll	102
Name of registered person	Avenue Nannies Limited
Registered person unique reference number	RP910487
Date of previous inspection	6 February 2014
Telephone number	01604 586416

Rhymetime Nursery registered in 2009. The nursery opens from 8am until 6pm, Monday to Friday, all year round, except for bank holidays. The nursery also operates a breakfast club from 7am until 8am. The nursery employs 23 members of staff, of whom 19 hold an appropriate early years qualifications. This includes seven members of staff who hold qualifications at level 5 and above.

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