

# Inspection of Nursery Rhymes

75 Cardigan Road, Bridlington YO15 3JU

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Inspection date: 1 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Management strive to create a highly supportive environment for children, their families and staff. Staff visit families in their homes before children start to attend. This means that exceptionally trusting relationships are formed on all levels. Staff gain an excellent understanding of how to fully promote children's individual needs, including what kind of support parents might need. This means that children feel happy and safe from the start of the care arrangements and quickly make progress. The benefits of this approach are seen in children's relaxed, confident and exceptionally motivated behaviour. There are often periods of calm, purposeful play when children concentrate exceptionally well. This is consistently very good in the baby room. For example, babies engage in messy play for prolonged periods, sensitively supported by a familiar adult. Older children are also fully engaged in meaningful play. They also benefit from very high-quality adult interaction that meets their learning needs.

### What does the early years setting do well and what does it need to do better?

- Staff use very effective communication methods that suit children's individual needs. For example, they use sign language and sometimes children's home languages. Staff are also very sensitive to children's body language. This means that children's individual needs are respected. Children understand what is expected of them and are fully included in all aspects of the broad, play-based curriculum.
- Children learn to manage their own risks effectively. For example, they follow well-rehearsed routines and guidance for using the stairs. Their excellent behaviour further promotes their safety because they listen attentively to adults and follow instructions.
- Adults are skilled in providing good-quality teaching. They take the lead from children's interests and chosen activities. For example, they consistently introduce new words and mathematical ideas as children play.
- Children develop a very positive approach to being active outdoors in the fresh air. They develop good physical skills and a keen interest in the world around them. The nursery provides good-quality boots, coats and waterproof trousers. This means that all children reap the benefits of daily access to the garden and regular trips to the beach.
- Staff actively encourage children's confidence and independence. For example, children happily help to tidy up and hang their outdoor clothes on the pegs. Even younger children help at snack time. They pass the cups around the table to their friends, pour their own drinks and put their rubbish in the bin with the minimum of adult support.
- Parents are overwhelmingly supportive of the staff, their hard work and the incredible impact they have on their children's well-being and learning.

- Managers recognise when the quality of teaching could be even better and sensitively support staff performance. They involve parents and staff in self-evaluation. This helps managers to find out what improvements would have the greatest impact on children's enjoyment and learning.
- Staff form close links with other agencies and schools. This means that children's learning and welfare needs are met effectively when they move on to school or when additional support is needed.
- Children benefit from a long-standing and stable staff team. Staff report that they feel supported by management in their work. This is seen in the staff's motivation levels and their happy interaction with children and parents.
- The premises and equipment are, on the whole, very well organised. However, there are occasions when busy areas become a little congested. At these times, meaningful interaction becomes a little more difficult.

## Safeguarding

The arrangements for safeguarding are effective.

Managers have experience of working with a range of support agencies and professionals. Importantly, they are proactive in securing the help that children and parents need at difficult times. Staff have attended a range of training courses that help them understand how to identify children at risk. They are swift to escalate their concerns and secure support in timely manner. Staff understand the role of the local authority, and their referral processes, should they need to contact them directly.

## What does the setting need to do to improve?

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

- further increase opportunities for calm, meaningful interaction. For example, by looking critically at the slightly busier times and busier areas.

## Setting details

<b>Unique reference number</b>	EY465761
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10069322
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Nursery Rhymes (Yorkshire) Limited
<b>Registered person unique reference number</b>	RP532811
<b>Telephone number</b>	01262 675580
<b>Date of previous inspection</b>	16 September 2014

## Information about this early years setting

Nursery Rhymes opened in 2014. It operates in the South Bay area of Bridlington, in the East Riding of Yorkshire. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. The nursery receives funding for two-, three- and four-year-old children. There are currently 19 staff working directly with the children. Of these, 16 hold appropriate early years qualifications from level 2 to level 7. The provider holds qualified teacher status and has a relevant masters degree.

## Information about this inspection

### Inspector

Pat Edmond

## Inspection activities

- The inspector viewed all areas of the premises accessed by children and observed children taking part in a range of activities both indoors and outside.
- The inspector spoke to the manager, the owner, the staff and children throughout the inspection.
- The inspector spoke with several parents during the inspection, read their testimonials and took account of their views.
- The inspector looked at a sample of documents and records. This included children's records, evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.
- The inspector carried out joint observations with the manager. This was to assess the impact that the quality of teaching has on children's learning, and the level of support provided to staff.

We carried out this inspection 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.

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