

Inspection of Nursery Rhymes

Peacecroft, Kidnappers Lane, Cheltenham GL53 0NR

Inspection date: 21 February 2022

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

The provision is good

Children arrive with beaming smiles to a warm welcome from staff at this rural setting. Babies reach out for staff and snuggle in for cuddles when leaving parents. Relationships are warm, open and caring. Children demonstrate that they feel loved, safe and respected through these reciprocal interactions. This has a positive impact on their behaviour and emotional well-being. Children learn how to be kind to animals and living things. When a child picks up a worm, staff explain that the worm is all curled up in his hand because he is frightened, and say, 'If you stroke him gently, he will uncurl and stretch out'. The child gently strokes the worm, which unfurls in his palm.

Staff plan and provide activities that reflect children's interests. They capture moments of learning and react to children's spontaneous comments. A child remarks that, 'It's been a massive storm outside'. Staff create a representation of a storm in a large crate. They fill it with water and cover it in foam to represent the stormy skies. Children are given pipettes which they squeeze into the foam. As paint trickles through the 'cloud' it disperses, colouring the water beneath. They explain that weight of the paint is heavier so it sinks to the bottom and leaves a trail in its wake. Once the water is saturated with blue dye, children add red paint and say, 'Wow, it's a massive volcano'. They splatter the foam, giggling with glee as the volcano 'erupts'. Staff expertly support children, facilitating play and building on what they know.

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

- Children with special educational needs and/or disabilities are skilfully supported. They make good progress. The setting takes swift action to provide intervention at the earliest opportunity. Staff understand and support the needs of individual children well. For example, they use board games to develop cooperative play. Staff use these sessions to support children who are uncomfortable in large groups. They recognise how well children learn from their peers.
- Partnership with parents is a strength. Staff provide daily updates about care-giving procedures and children's interests. They explain how learning can be supported at home. This helps to provide continuity in children's learning and assists their progress. The setting continues to develop innovative ways to communicate with parents.
- Children benefit from a language-rich environment that builds on their communication skills. Staff consistently introduce new vocabulary during play. They ensure children understand what it means by providing context. Older children are introduced to letters and sounds. For example, they play alliteration games to build on children's phonological awareness. However, staff do not always pronounce initial sounds accurately.

- Children learn how to keep themselves healthy. During mealtimes, they socialise with staff and each other. Children sit quietly at the table, use cutlery and remember to say 'please' and 'thank you'. Babies are encouraged to use fingers and spoons to feed themselves. Children remember to use a tissue to wipe their nose and put it in the bin. Then they wash their hands.
- Children behave well at this setting. Older children demonstrate this by reminding others to 'cross your legs when you sit on the carpet'. Staff identify and praise positive behaviour. Children comment that their favourite thing is 'a smiley face and a big thumbs up'.
- Staff appreciate how valued leaders make them feel. Leaders have put steps in place to ensure staff well-being is supported. Leaders have developed a strong, inclusive curriculum that builds on what children already know and is based on children's interests. The mathematics curriculum is a strength throughout the setting.
- Younger children enjoy stories, repeating and anticipating key phrases. However, on occasions, staff can make decisions that can interrupt play and learning. During story time, staff sometimes remove children to wash their hands. On occasions, children are left to wait needlessly while staff attend to external tasks. Leaders have identified some of these issues and have drawn up an action plan. However, they are yet to implement them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a high regard for safeguarding and child protection. Staff have a good knowledge of their safeguarding roles and responsibilities. Safeguarding matters are regularly discussed during staff meetings. Staff are aware of how to identify patterns in behaviour that could be cause for concern. Robust recruitment procedures are followed when appointing new staff. Staff and leaders know how to recognise and manage concerns should they arise. This includes how to refer to external agencies if required.

What does the setting need to do to improve?

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

- further review the organisation of the toddler room to ensure a well-planned learning environment
- implement existing action plans in a more timely manner to maximise children's learning
- support staff to model the correct pronunciation of letter sounds to children, to further support early reading skills.

Setting details

Unique reference number	EY484332
Local authority	Gloucestershire
Inspection number	10124361
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	70
Number of children on roll	112
Name of registered person	Nursery Rhymes Partnership
Registered person unique reference number	RP902798
Telephone number	01242 260550
Date of previous inspection	26 July 2016

Information about this early years setting

Nursery Rhymes first registered in 2003 and re-registered in 2014. It is situated in the rural area of Leckhampton near Cheltenham, Gloucestershire. The nursery is open each weekday from 8am to 6pm all year round, apart from one week at Christmas and on bank holidays. A team of 18 staff work with the children. The nursery provides funded early education for two-, three- and four-year-old children. The manager holds a level 4 qualification.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the setting.
- The inspector spoke to staff at appropriate times during the inspection and also spoke to the children
- The inspector and the manager went on a learning walk. The manager told the inspector what they want children to learn and how they would do this.
- The manager and the inspector carried out a joint inspection. They observed how well staff teach children and what they want them to learn.
- The inspector spoke to parents and took into account their views on how well the setting cares for their children.

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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