

# Inspection of Nursery Rhymes - Leicester Ltd

13 Knighton Grange Road, LEICESTER LE2 2LF

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Inspection date: 5 July 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed at this homely and diverse nursery. They are respectful and curious learners that are supported by experienced and warm staff. Children take turns in the mud kitchen. They read a familiar menu that has been created to reflect what the children eat at home. Alongside an encouraging member of staff, they search for ingredients such as coconut milk and black beans. They use their mathematical skills to measure using a jug. Younger children explore sensory exploration in the sand. Supportive and kind staff support them as they wiggle their toes in delight.

Children are polite and kind to their friends. For example, children understand they have to share the resources. Children investigate the natural world. They take it in turns to use magnifying glasses to identify bugs in the garden. They learn from each other and they play independently as they go on adventures on the pretend bus in the inviting garden. Children share stories of their holiday and guess how long it takes to get to their destination. Staff members are exceptional role models. They value the children's input and encourage children to develop their talents. For example, children use early mark-making skills to pretend to write recipes for potions and perfumes. The staff use this interest to plan an activity where children create their own mixtures. They recite children's recipes and children use their small-motor skills to sprinkle ingredients into jars. They share a water jug and carefully tip this into their potion.

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

- The management team is ambitious and devoted to improving the lives of the children at the setting. It has a clear vision which contributes to the nursery's success. Most of the staff team have worked at the setting for many years, providing consistency and stability for the families that use the nursery.
- Parents speak about how they feel the nursery is homely and the staff go 'above and beyond' to find out about the whole family as well as the individual child, before they start. Children with special educational needs and/or disabilities are supported exceptionally well and make rapid progress in their development.
- Children benefit from a wide range of learning opportunities, both inside and outdoors. They are supported in their thinking skills by knowledgeable staff. However, sometimes, staff are not coached or supported enough to provide some children with enough time to connect their ideas and think about how to respond to questions. This results in children not being able to process learning as effectively.
- Staff support children who speak English as an additional language to an outstanding level. They ensure that they pronounce the words of each child's home language correctly. They encourage parents to send in video clips of them

talking in their home language. Staff use highly focused planning and sequencing to ensure that each activity is based on children's previous learning. All children become deeply engaged in activities and make exceptional progress as a result of this.

- Exceptional menus result in children enjoying a wide range of healthy, home-cooked food that reflects their diverse community. The nursery has worked with the local authority to promote oral health. This promotes children's understanding of how to keep healthy through diet and good hygiene routines.
- Staff continuously help children to take managed risks in the environment. Children demonstrate their growing confidence as they successfully climb trees in the garden. They are given gentle direction by the staff as they navigate the branches. This builds on children's sense of pride and has a positive impact on their emotional well-being.
- Staff consistently praise children for their efforts. They use 'The Colour Monster' book to help younger children identify, and explore, their developing emotions. As a result of this, children are able to manage their own behaviour from a young age, and start to understand the feelings of others. Children behave exceptionally well. They demonstrate their confidence as they go off to play independently. This enables children to be confident learners and to build on their own independent learning.
- Babies thrive as they interact with adults. They are transfixed as staff tell stories in an enthusiastic manner, while using an animated voice. Very young babies sit and listen to stories for an exceptional amount of time. They squeal with delight as they join in with the actions to songs. Staff re-enforce the words of the songs as they use different props. Babies confidently make eye contact and gurgle as they are continuously praised.

## Safeguarding

The arrangements for safeguarding are effective.

All staff, including the managers, have a secure and confident knowledge about how to keep children safe in their care. The manager is confident in her knowledge of dealing with allegations against staff members. Staff understand how to identify the signs and symptoms of abuse, including how to keep children safe from radicalisation. They understand the importance of keeping children safe online. Staff respond swiftly and appropriately to minor accidents. They effectively manage risks in the environment and can identify hazards. Staff have had recent safeguarding training which helps them to accelerate concerns and report them to the appropriate organisations.

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

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

- further establish effective ways to support staff practice, to help them build on their already good skills and knowledge and ensure the highest standards of education at all times
- continue to support staff to provide children with enough time to connect their ideas and think about how to respond to questions.

## Setting details

<b>Unique reference number</b>	EY482726
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10219898
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Nursery Rhymes (Leicester) Limited
<b>Registered person unique reference number</b>	RP907315
<b>Telephone number</b>	01162702533
<b>Date of previous inspection</b>	23 August 2016

## Information about this early years setting

Nursery Rhymes - Leicester Ltd registered in 2014. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including two staff with a degree in early years. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Stephanie North

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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