

Inspection of Rhymetime Kettering

Millbrook Infant School, Churchill Way, KETTERING, Northamptonshire NN15 5BZ

Inspection date: 2 November 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	Good
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What is it like to attend this early years setting?

The provision is good

The children rush over to the staff as they arrive, who greet them with open arms. They cuddle up to them and respond with beaming smiles as staff say good morning to them. Children benefit from the strong relationships they have with staff, who know them very well. This helps children to feel safe and secure.

Children are developing their independence skills well. One-year-old children are encouraged by staff to try and peel the lid off their yoghurt pot at lunchtime. Staff praise one-year-old children as they feed themselves using a spoon. They sit with children at lunchtime and model how to use different cutlery. Children smile and enjoy this social occasion. Three-year-old children talk to their friends and staff about their plans for the weekend, excitedly sharing that they hope to see fireworks on Bonfire Night.

Children have many opportunities to learn about the world around them. They share their 'autumn bag' with staff, which includes items collected with their parents and carers at home. Children show visitors the conkers and different leaves they have found. Later, the children rush over to the staff to say they have found a 'helicopter' leaf. They watch in fascination as staff show them how it travels to the ground. Staff explain that the leaf has come from a sycamore tree.

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

- Staff find out about the experiences children have at home. They recognise that children may not always have opportunities to look at books. Staff have recently introduced a 'lending library' where children can borrow books to take home to share with their families. At the nursery, children explore different texts, such as magazines, non-fiction books and some written in other languages. This broadens the experiences children have.
- Children are highly engaged in the exciting activities staff plan for them. For example, two-year-old children become engrossed in using glue and glitter to create different pictures. Later, one-year-old children decorate bags in preparation for going on a walk to collect autumn treasures. At times, staff are so enthusiastic that they step in too quickly to suggest what children create, so children do not always have time to develop and share their ideas.
- Generally, staff skilfully interact with children throughout the day. They ask thoughtful questions and give children plenty of time to consider their responses. Confident children often seek out adults to engage with them or share their learning. However, quieter, less-confident children are not always fully supported to share their views.
- Staff have regular supervision meetings. They receive frequent feedback from managers about their practice. Staff have good opportunities to develop their

practice further by accessing courses and training. They feel happy and confident in their roles and say they feel able to approach managers to discuss any concerns they may have. Staff well-being is given high priority within the setting.

- The management team work effectively to ensure they maintain good standards. They regularly reflect on what is working well and what they could do to improve further. For example, the manager has identified that she would like to develop the outdoor area further.
- Parents are very positive about the care their children receive at the nursery. They comment on how much care is taken to find out details about their children before they start. Parents say that their children settle very well and love coming to the nursery. They state the staff are friendly and approachable. Parents say that a particular strength of the nursery is the collaborative approach with other agencies, such as speech and language therapy services.
- Children who receive additional funding, such as pupil premium and those with special educational needs and/or disabilities, are supported very well. Staff swiftly intervene when children need additional support. They work closely with outside agencies to ensure they meet children's individual needs in the most effective way. Children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of safeguarding. They can identify the signs and symptoms of abuse. The staff know who to report their concerns to within the nursery and also in line with local authority safeguarding partnership guidance. They demonstrate confidence when explaining the procedure to follow if an allegation is made against a member of staff. The manager regularly asks staff safeguarding questions to check their understanding and identify any gaps in their knowledge. Robust recruitment procedures are in place to ensure staff are suitable to work with children. Staff regularly check the areas of the nursery used by children are safe and remove any hazards to keep children safe.

What does the setting need to do to improve?

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

- give children more time to develop their own ideas, particularly during creative activities
- strengthen support for quieter, less-confident children to share their views during activities.

Setting details

Unique reference number	EY361913
Local authority	North Northamptonshire
Inspection number	10258192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	64
Number of children on roll	72
Name of registered person	Avenue Nannies Limited
Registered person unique reference number	RP910487
Telephone number	01536 511184
Date of previous inspection	3 January 2018

Information about this early years setting

Rhymetime Kettering registered in 2007. It is located in Kettering, Northamptonshire. The nursery employs nine members of childcare staff. Of these, eight members of staff hold appropriate early years qualifications, ranging from level 2 to level 7, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- 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 manager and the inspector carried out a joint observation together.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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