

Inspection of Rhymetime Nursery

Southbrook, Corby, Northamptonshire NN18 9BE

Inspection date: 4 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children grow in confidence and independence rapidly at this very friendly, welcoming nursery. They show they feel safe and secure as they build extremely strong bonds with the nurturing staff, who know the children incredibly well. Children freely explore the well-resourced setting. They make choices as they select from new and interesting activities on offer and become deeply engrossed in play. Babies practise hand-to-eye coordination as they make marks with crayons, and put them in to the correct place when they have finished. Toddlers relish the sensory experience of messy play, as they snap and crunch crackers. They pinch alphabet spaghetti and copy the sounds from the new words they hear. Pre-school children use their imagination, as they pour water into saucepans of mud to make mud pies for their restaurant. They enthusiastically talk about what ingredients they need as staff support them to remember past cooking activities.

Staff in the fully inclusive setting ensure all children have access to everything that is on offer. For example, the provider has a supply of summer hats and winter waterproofs and boots for children to use. This means that children can dress appropriately and explore the outdoors daily. Outside, children have fun splashing in puddles and staff use this activity to build on their interests. For example, staff include mathematical concepts, as children count down to jump and see who can make the biggest splash. Children's behaviour is exceptionally well supported by staff. They learn to be respectful towards each other, share well and take turns.

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

- The curriculum is highly ambitious and very well planned. Staff take a child-centred approach, tailored to specific needs of the children, which ensures children make rapid progress from their starting points. The highly qualified staff skilfully plan activities that are interesting and appropriately challenging. This supports children to make the best possible individual progress.
- Staff support for children's developing communication and language skills is outstanding. They model language and support children to extend their sentences. They ask detailed questions, leaving plenty of time for children to respond. As a result, children's imaginative skills are promoted and supported. For instance, during role play children learn new words, such as 'stethoscope', as they 'listen to baby's heart.'
- Children with special educational needs and/or disabilities (SEND), have excellent support. The nursery's qualified special needs and disabilities coordinator (SENCo) supports staff to quickly identify children's specific needs and swiftly implement action plans, to ensure that no child is left behind. She has a wealth of knowledge, and provides fantastic support for both staff and parents, to ensure that gaps in children's development are closing rapidly.

- Staff enthusiastically model mathematical vocabulary to children. Children become excited and involved as they recognise numbers of personal significance. They learn about capacity when they play in the sand, and investigate how much a container can hold before it becomes full.
- Partnerships with parents are excellent. Staff work exceptionally closely with them to ensure that children's care and learning needs are met. Staff are quick to offer support to families in need, helping them to access any assistance they require. Parents talk positively about children's key-person relationships and communication from staff.
- The nursery provides a wealth of support for children who speak English as an additional language. Staff gather information from parents, and use books and other resources that reflect cultural diversity. Staff learn useful words in the children's home language, such as water and milk.
- Staff are highly successful at providing children with a rich set of experiences that give them a understanding of the wider world. For example, during Diwali, parents provided traditional clothing for children to try and shared recipes for children to make Indian treats.
- Managers recognise the importance of children's health, and go above and beyond to ensure this is prioritised. For instance, they organise a dentist to regularly visit the setting promoting oral health among children and parents. Staff model good hygiene, and remind children to drink to stay hydrated and to eat healthy snacks and meals. They manage rest and sleep safely, and encourage exercise indoors and out, to develop children's physical skills and well-being.
- The very experienced manager and director provide strong support to their dedicated staff team. They support staff to keep their skills updated and continuously improve their knowledge. All staff work very well together and are passionate about the work they do and the service which they provide. Staff say they feel valued and enjoy working as a team.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate an extremely secure knowledge of child protection issues and state how managers regularly ask questions of them to test this. Staff are confident in identifying and reporting concerns they may have about a child. They have a very good understand of the whistle-blowing procedure. Managers and staff implement thorough risk assessments to enable children to play and learn in safety. Robust recruitment processes ensure staff are suitable to work with the children. Children are closely supervised by staff, who give them clear instructions about how to keep themselves safe and prompt them to remind their friends of the rules.

Setting details

Unique reference number	EY258797
Local authority	North Northamptonshire
Inspection number	10258565
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 4
Total number of places	70
Number of children on roll	66
Name of registered person	Avenue Nannies Limited
Registered person unique reference number	RP910487
Telephone number	01536 741144
Date of previous inspection	10 March 2017

Information about this early years setting

Rhymetime Nursery registered in 2003. It operates from a building situated in the grounds of Kingswood Academy. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2 to 6. The nursery opens 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. It supports a number of children who speak English as an additional language and children with SEND.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The director, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND..
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the 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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