

Inspection of Rhymes Nursery (Dudley)

Fulbrook Road, Dudley, West Midlands DY1 2BG

Inspection date: 26 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Babies and children are happy and settled in the care of the staff, who are attentive and nurturing towards the children. Babies enjoy cuddles from staff and older children thoroughly enjoy playing chasing games with staff outdoors. Staff have high expectations of children. Children understand the rules and boundaries, and they behave well. Toddlers wait patiently with staff, so they can descend the outdoor steps safely, one at a time.

Children are very interested in books and print. Pre-school children enjoy sharing their personalised books and talking about their family. They read logos confidently and know that these represent individual restaurants, streaming services and toy brands. Younger children recall scenes from familiar stories and recreate these. For example, they mix plastic ants and beetles in a cauldron to make a potion. They enjoy reading books to themselves and with staff.

Children progress well with their communication and language development. Babies respond to sounds around them. They listen attentively when staff sing to them and move their hands in time to the music. Pre-school children express their good ideas articulately. For example, they pretend they are escaping from a volcano and explain that they are safe because they are wearing 'lava boots'.

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

- Overall, leaders provide staff with effective supervision, coaching and training to improve their teaching skills. For example, they have fully supported staff to complete further qualifications. However, the manager does not monitor staff practice as thoroughly as possible to identify where they need further support to extend their teaching skills further.
- Staff have a good knowledge of their key children. They make effective use of their observations of children and discussions with parents to monitor children's progress. Overall, staff plan well to ensure that children's learning experiences succeed in helping them to build on what they already know and can do, and reflect their interests. For example, pre-school children become engrossed in the role-play corner as they recreate familiar roles and experiences. However, staff do not plan all areas of the learning environment as well as possible to fully challenge and motivate children to learn.
- The manager and staff work closely with outside agencies to support children with special educational needs and/or disabilities. They implement effective interventions to ensure that children are well supported to achieve their development milestones. Staff use a range of effective strategies to support children with communication and language delay.
- Staff support children's physical development well. For example, they provide

non-mobile babies with opportunities to experience time on their stomachs to help build strength in their muscles. Two-year-old children learn how to use a range of tools, such as tongues to serve their food and how to use a knife, and fork at mealtimes. Pre-school children concentrate as they exercise their hands to music while squashing play dough.

- Children gain good levels of independence and learn to manage their personal care routines well. Staff recognise when children need additional time to succeed in a task independently, such as dressing in their outdoor clothes. Children are aware of their physical needs, such as being tired or thirsty.
- Staff promote children's good health successfully. Children enjoy the nutritious home-cooked food and healthy snacks. Staff are fully aware of children's dietary requirements and follow effective systems to ensure that children's needs are met well. Water is readily available for children to access. Children benefit from many opportunities to be physically active outdoors.
- Parent partnership working is strong. The manager and staff value the partnership working they have with parents and prioritise this from the onset. For example, they take time to meet with children and their families during a home visit before children start. Parents say how staff keep them well informed about their children's care routines, learning and experiences at the nursery, including details of any accidents children have.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong knowledge about safeguarding matters and implement effective procedures to keep children safe. The manager deploys staff well to ensure that adult-to-child ratios are maintained throughout the day and that children are always well supervised. Staff complete effective risk assessments to check that areas of the nursery used by children are safe for them to play in. Leaders and staff understand about a wide range of signs and symptoms that might indicate that a child is at risk of harm. They know about the local safeguarding partnership reporting procedures. Leaders and staff understand their duty to report concerns about the conduct of a member of staff. Leaders complete thorough vetting checks relating to staff suitability.

What does the setting need to do to improve?

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

- extend the arrangements for monitoring staff to identify where their practice can be extended even further and to inform plans for training
- enhance the planning for children's learning environments, so that these accurately reflect the provider's ambitious curriculum and fully motivate children.

Setting details

Unique reference number	EY382012
Local authority	Dudley
Inspection number	10275438
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	0 to 4
Total number of places	60
Number of children on roll	126
Name of registered person	Rhymes Nursery Limited
Registered person unique reference number	RP518313
Telephone number	01384 458051
Date of previous inspection	26 September 2017

Information about this early years setting

Rhymes Nursery (Dudley) registered in 2008. There are 20 members of staff working directly with the children, 17 of whom hold relevant childcare and education qualifications from level 2 to level 6. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individual and the manager 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 with the manager.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector during the inspection.

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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