

Inspection of Rhymetime Rushden

95-97 Newton Road, Rushden, Northamptonshire NN10 0HH

Inspection date: 28 April 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

All children benefit from staff who show dedication to ensuring that they experience a rich and enjoyable range of activities. Pre-school children use a range of large loose parts in the garden to make a 'shark'. They work together to decide where each piece should go. Skilful staff ask open-ended questions about the shark, enabling children to think critically and make decisions. Staff provide activities to support hand-eye coordination for young children to explore. They use tweezers to practise scooping spaghetti and placing it on crackers. Children are becoming active learners as they move between inspiring activities.

Children's behaviour is exemplary. Staff and children show the highest respect for each other. Children listen to staff and follow instructions. When children do not understand questions and become unsettled, staff use the child's home language to enable the child to play a full part in the activity. Children show interest in each other's ideas and are eager to work alongside one another at activities. Staff are respectful to young children when they ask, 'Can I change your nappy?' Babies receive comfort from caring and supportive staff when they become unsettled. Staff talk to them in a soft manner, providing cuddles and reassurance. Children are accomplished in their independence. Toddlers dress and undress themselves for nappy changes. Older children open their own food packages at lunchtime, showing persistence when they struggle. Children are being well prepared for each new stage in their life.

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

- The manager prides herself on providing an outstanding curriculum, which focuses on each child's individual needs and interests. Staff ensure that this curriculum is embedded in all their practice. Staff use their knowledge to extend children's learning. For example, children talk about a 'shark' being in the garden. Children watch a short film about a hammerhead shark. This leads them to produce their own shark in the garden. Children are gaining extra knowledge, which will support their future learning.
- Staff recognise that there are limited opportunities for physical play locally. Therefore, they ensure that there are plenty of opportunities for children to enhance both their gross and fine motor skills. Children throw large balls, move tyres and ride trikes. They use pencils to make marks and fine brushes to paint pictures. These activities allow children to develop their muscles for later activities in life.
- Parent partnerships are first class. The manager ensures that all parents feel valued and supported. She has a passion for ensuring that parents are true partners in their child's learning journey. Parents receive weekly written information about what their children have been learning. Staff provide ideas

about how parents can further support their children at home. Parents praise staff for quickly recognising if their child is experiencing any difficulties. This ensures that all children make excellent progress.

- Support for children with special educational needs and/or disabilities (SEND) is outstanding. The company's special educational needs coordinator (SENCo) and the nursery's SENCo support staff to ensure that every child makes excellent progress. The nursery SENCo ensures that parents have a good understanding about targets that are set for their children. The SENCo spends time with parents and staff, explaining the achievable targets. The SENCo ensures that parents are aware of information groups and activities that will provide further support if required.
- Leaders and staff at the nursery support children to learn about letters and the sounds they represent. They have worked with the local school to ensure they are providing the correct programme to support the children. Children competently find the initial letter of their name and sound it out. They search for the letters that are hidden in sand, often able to recognise that it is the start of the name of a friend. This prepares children for reading when they start school.
- Staff well-being is a high priority. The manager ensures that she is available to staff should they have any concerns or worries. Staff report they 'have never felt so well supported'. Regular appraisal and supervision meetings take place to enable staff to gain support if they require it from managers. Senior management includes a mental health and well-being support officer, who staff are able to make contact with should they need to. They are also able to gain advice about moving their own lives forward. Staff are keen for children to be given the opportunity to succeed in life, as they feel they are being given these opportunities themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of safeguarding. They are confident in recognising the signs of abuse and are aware of how to report their concerns. Staff work hard to ensure that families feel supported. They understand their role in accordance with the 'Prevent' duty guidance. Staff recognise and understand the implication of safeguarding issues such as county lines. Staff are very clear about their procedures should they have a concern about a colleague and what they would do. There is a robust recruitment process, and the manager ensures that all relevant checks are completed. The safeguarding procedures ensure that all children remain safe while attending the nursery.

Setting details

Unique reference number	EY320449
Local authority	North Northamptonshire
Inspection number	10280554
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 9
Total number of places	96
Number of children on roll	99
Name of registered person	Avenue Nannies Limited
Registered person unique reference number	RP910487
Telephone number	01933 411741
Date of previous inspection	25 August 2017

Information about this early years setting

Rhymetime Day Nursery registered in 2005. The nursery employs 14 members of childcare staff. Of these, one holds early years teacher status, one has a recognised early years qualification at level 5, eight hold appropriate early years qualifications at level 3, and two at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early years education for two-, three and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

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, owner and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents 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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