

# Inspection of Rhymetime Northampton

Connolly Lodge, St Crispins, Northampton NN5 4BW

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Inspection date: 26 September 2023 - 6 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children of all ages are confident to make choices in their play and happily explore the engaging environment created by staff. They develop their imagination as they role play alongside staff in areas such as the mud kitchen. Young children practise repeating new vocabulary, such as 'orange carrot', as they use different tools to stir and squash vegetables. They learn how to respect and make safe choices with resources as they practise keeping the sand low when they are digging so it does not get in their friends' eyes. Staff help children to develop their physical skills and encourage them to try things for themselves. They explain to children how best to balance and climb over different obstacles outdoors. Children are extremely excited when they achieve this for the first time.

Children develop close friendships with others. They hold hands as they hunt for the 'bear' around the garden, giggling and repeating phrases staff use about a bear hunt. Children know what staff expect of them during routines of the day and listen carefully to their instructions. They independently wash their hands ready for lunch, wait for everyone to be seated, and help to pass the jug of water to each other. Staff praise children for using manners, such as saying 'please' and 'thank you' when responding to others.

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

- Staff work closely as a team, observing children throughout the day to assess what they need to learn next. They provide experiences for children that develop the skills they need for later in life, including holding conversations during healthy mealtimes. However, although staff are nurturing and offer children cuddles and reassurance, some staff do not always adapt the support they offer some of their key children enough. Some children find it hard to settle when they first arrive, as staff have not fully considered what resources of comfort would best help.
- Staff plan activities and experiences based on what children are interested in and what skills and knowledge they want them to learn. They encourage children to develop their determination and ability to grip tools of different shapes when playing in the sandpit. Staff repeat key words for younger children to practise saying, such as 'dig, dig'.
- Overall, staff support children's communication through their interactions. They extend sand play by explaining to the children they could be digging for buried treasure. Staff encourage the children to describe what they think treasures could look like and use a variety of words when they describe shells and other objects. However, staff do not always offer the support some children who speak English as an additional language may need during their chosen play. Therefore, they do not develop their communication as rapidly as they may be

able to.

- Staff help children to learn to negotiate, share and take turns. When they disagree over a resource, staff teach them how to explain to others what they are feeling and that they can work together to resolve the issue. Staff set clear expectations for children, such as listening carefully when staff read stories and being aware of when it is appropriate for them to join in and ask questions.
- The leadership team consists of many skilled and experienced leaders who have different responsibilities in the nursery. For example, the leader responsible for supporting children with special educational needs and/or disabilities offers support and guidance for staff to help them to understand how to adapt the curriculum where needed. Leaders provide continuous coaching and training opportunities for all staff. They place great emphasis on staff developing their teaching and understanding of how children learn.
- On the whole, parents and carers are happy with the service provided by staff. They explain that staff communicate about what children particularly enjoy during the day and anything they need to know about food and sleep. However, some parents do not know who their child's key person is. Staff gather vital information from parents about any food allergies and preferences. They learn about children's interests and home life. However, they do not always use this information readily enough to help children to settle into their care when they first start at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders understand their responsibilities in keeping children safe. They attend regular training to keep their safeguarding knowledge up to date. Staff and leaders know the families and children well and are alert to the signs and symptoms a child may be at risk of harm. They are confident in recording all concerns and reporting these to the relevant professionals when necessary. Leaders have a thorough recruitment procedure in place and continuously monitor the suitability of all staff. The site is secure and has clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. They monitor accidents and injuries sustained both in the setting and elsewhere to ensure any appropriate steps are taken.

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

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

- provide staff with further support to be able to most effectively fulfil their role as a key person more consistently
- further develop staff's skills and knowledge to better support children who speak English as an additional language

- improve the use of information sharing between key people and parents and carers.

## Setting details

<b>Unique reference number</b>	EY389531
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10310169
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	90
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Avenue Nannies Limited
<b>Registered person unique reference number</b>	RP910487
<b>Telephone number</b>	01604 586416
<b>Date of previous inspection</b>	12 April 2018

## Information about this early years setting

Rhymetime Northampton registered in 2009. The nursery opens from 7am to 6pm, Monday to Friday, all year round, except for bank holidays. The nursery employs 16 members of staff, all of whom hold an appropriate early years qualification at level 3 and above. This includes six members of staff who hold qualifications at level 6 and above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Charlotte Whalley  
Jude Simpson  
Lora Teague

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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