

# Rhymes Nursery (Dudley)

Fulbrook Road, DUDLEY, West Midlands, DY1 2BG

<b>Inspection date</b>	21/08/2013
Previous inspection date	22/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The staff provide a range of activities, resources and equipment in both the indoor and outdoor areas that supports the children's interests. Children make good progress in relation to their starting points.
- There is good engagement between key persons and all parents and carers. This ensures that everyone is kept well informed about children's developmental progress over time.
- Children settle well within the nursery because their key person supports them with warm loving care, thereby, promoting their emotional well-being.
- Partnerships with parents and other providers ensure smooth transitions within the nursery and between the nursery, other settings and school.

### It is not yet outstanding because

- There is scope to extend children's understanding about people and communities through outings in the local neighbourhood.
- There is scope to further extend children's independence, such as encouraging them to pour drinks for themselves, so that their self-help skills are further enhanced.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector scrutinised a range of documents; attendance registers for children, staff and management, risk assessment, self-evaluation records, staff suitability, the complaints log and a range of policies and procedures which support the service provided.
- The inspector observed activities in all indoor and outdoor play areas used by the children at various times throughout the day.
- The inspector held meetings with the manager and various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

Rhymes Nursery (Dudley) registered in 2008 and is one of a number of settings owned by a private company. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey building in Dudley, West Midlands. The nursery serves the local area and is accessible to all children. It operates from four main base rooms and there is a fully enclosed area available for outdoor play. There are 16 members of staff working directly with the children, all of whom hold relevant childcare and education qualifications from level 3 to level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group. 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 special educational needs and/or disabilities. The nursery receives support from the local authority and works closely with a number of children's centres in the area.

### What the setting needs to do to improve further

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

- extend children's outings to places of interest in the local community, such as visiting the local mosque and the church, so that they strengthen the already positive impressions they have about their own cultures and faiths, and those of other people
- extend children's independent learning, such as allowing them to pour their own drinks during snack times, to further enhance their self-help skills.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

All staff caring for the children have a good knowledge and understanding of the seven areas of learning. This enables them to observe, and efficiently assess and monitor the children's progress over time. As a result, the children make good progress towards the early learning goals. Children's interests are stimulated because there is a good range of resources and activities to stimulate children's interest across all areas of their learning and development. This is because staff plan and provide for children's identified interests. For instance, children of all ages like to dig for worms in the outdoor tub. They use rakes, buckets and spades and ask staff 'where are they?' as they continue to search. This helps

to support children's physical development as they use their arms and hands to dig with.

Children's language and communication skills are developing well. The staff spend time with children, get to know them well and chat to the children all the time about what they are doing and about their home life. Staff working with babies encourage children to identify themselves and their family in their 'family album'. Children say 'daddy and nanny' as they recognise people who are significant in their home life. Older more able children extend their language and communication skills as they talk about making their own custard at home with their family, and how they need to separate the egg yolk from the egg white to do this. The staff use open-ended questions with children to check their knowledge and skills while they are involved in their activities. This supports the children in achieving expected levels of development and supports their readiness for school.

The children's physical skills are also developing well because they have ample opportunities to climb and balance, use the parachute or play bat and ball games under close supervision of the staff. Younger children particularly enjoy their time chasing after their peers, laugh and giggle and kick the footballs back and forth with one another and the staff. The staff clearly enjoy joining in with the children's play as they join in with their game of tag. This supports children's motivation to learn and explore their surroundings.

Children are learning about mathematical concepts as they count up to 14 before they take calculated risks, under supervision of the staff, as they jump off the top of the low slide or come down this backwards showing off their physical skills. The staff provide a good balance between child-initiated and adult-guided activities. This supports children's learning well across all areas. Children enjoy outings to the local park where they can further their skills by using large equipment under supervision of the staff. However, other outings to places of interest, such as the local mosque or the church, are less frequent, thereby not always fostering fully, children's interest in the world around them. Thereby, their interest in their local community is not always fully fostered.

Partnerships with parents are fostered through parents' sessions where both they and key persons meet to discuss the child's learning and development and how best to move this forward in the nursery and through further support at home. There are also daily discussions. This then extends the two-way flow of information, thereby, ensuring consistency and continuity for all children on roll. Parents access their child's learning journal documents freely, thereby keeping them fully informed about their child's care and learning within the nursery. Parents are also included in the identification of their child's starting points on entry.

### **The contribution of the early years provision to the well-being of children**

The staff are effective in helping children feel secure in their surroundings. Children's needs are well met as all relevant information is gained from parents prior to the children's entry into the nursery. This is also ongoing, thereby supporting children's well-being at all times. Children show that they feel safe in their environment as they laugh and giggle with the staff and their peers. This ensures that children develop strong attachments with other children and the adults that care for them. To further support children's sense of

belonging to the setting, children's artwork and photographs are displayed at a low level.

Children are learning about a healthy lifestyle as they access fresh air in the outdoors, talk about healthy eating during lunch time as they eat their 'Cowboy Casserole' and talk about the vegetables they are munching into. They also plant, grow and harvest their own carrots in tubs in the garden. Older more able children independently use the toilets, thereby supporting their independent self-help skills. However, at times, the younger children are not always encouraged to pour their own drinks during snack times. Children demonstrate that they have a good awareness of the importance of hygiene as they independently wash their hands after visiting the toilet and before they eat. Staff ensure children are fully encouraged to be involved in physical activity and being outdoors because they make this fun.

All children behave well, their self-esteem is raised consistently because the staff praise them for their cooperation with others during activities. Children are supported to move on to school because key persons pass on information and discuss the child's needs before they move up. They also share information with the next key person as children move to the next room in the nursery or move onto the next setting. There is a good liaison between the children's key person and all other providers caring for the children. This ensures that children's needs are identified and met and supports their school readiness.

The staffing arrangements are fully effective and ensure close supervision of children at all times, so that they are kept safe while they learn about taking risks, such as using the outdoor equipment as they wish.

### **The effectiveness of the leadership and management of the early years provision**

The management and the staff team are clear about their understanding and responsibility in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Children are suitably safeguarded by the staff because there are rigorous risk assessments in place to ensure that all areas and equipment are checked each day before the children arrive. Furthermore, ratios of staff to children are maintained throughout the nursery at all times. These practices ensure children's safety and well-being at all times. The staff are fully informed about child protection procedures to be followed in line with current policies and they know who to contact should they have a concern about a child in their care. The rigorous recruitment and induction procedures in place ensure that all adults working with children are suitable to do so.

The staff receive supervision monitoring sessions from management to identify where support is needed to improve their performance. This then benefits all children on roll. Regular management and staff meetings are held to discuss and review staff practice, thereby supporting children's well-being and needs. The management and staff teams work well with one another. This ensures that they accurately assess the educational programme, including the planning for children's progress. This, thereby, ensures that there are no gaps in children's learning and development.

The parents are encouraged to contribute to the initial assessment of their children's development and they have access to their child's learning journal documents at all times. This, along with parents' sessions, ensures they are fully informed about their child's achievements and progress over time and can add to their child's records. Parents and carers comment on the very good service they and their child receive at the nursery. They comment on the service provided, saying 'it's really good here, the staff are all lovely, nothing is too much trouble, very flexible' and 'my child loves all the staff and the children and likes to play outside which they do every day'. This further supports partnerships with parents and children's personal, social and emotional well-being. Parents have free access to the policies and procedures of the setting at all times. Partnership working with other agencies ensures that children's needs are fully identified and met. The effective self-evaluation systems in place have good levels of positive impact on the provision as a whole. As a result, the improvement plans in place ensure changes benefit all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY382012
<b>Local authority</b>	Dudley
<b>Inspection number</b>	928318
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Rhymes Nursery Limited
<b>Date of previous inspection</b>	22/10/2012
<b>Telephone number</b>	01384 458051

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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