

Nursery Rhymes

13 Knighton Grange Road, LEICESTER, LE2 2LF

Inspection date	25/07/2014
Previous inspection date	20/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good. Accurate observations of children and assessments of their progress are used to plan activities that enable children to make good progress given their starting points and capabilities.
- Key person relationships are strong and children develop close bonds with staff. They know children well and plan effectively for each individual child, based on their interests and development needs.
- Staff have a good understanding of their responsibilities and the procedures for protecting children, and regularly refresh their safeguarding knowledge. They effectively support children's understanding of how to keep themselves safe and healthy.
- Partnerships with parents and other professionals are successful and ensure children get the support they need.

It is not yet outstanding because

- The monitoring of staff practice is not always critically robust enough, in order to identify how the high quality of teaching can be further enhanced to an outstanding level.

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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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four play rooms and outside.
- The inspector conducted joint observations with the manager.
- The inspector held meetings with the manager of the nursery and the nominated person.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Jacky Kirk

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Full report**Information about the setting**

Nursery Rhymes opened in 2009 and is privately owned. It operates from a 1930's Victorian property on the outskirts of Leicester city. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. There are currently 60 children attending, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 12 staff working directly with the children. Of these, two of the staff have appropriate qualifications at level 6, eight have appropriate qualifications at level 3 and one has an appropriate qualification at level 2. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- strengthen the supervision of staff so that it is more sharply focused on critically evaluating the strengths and weakness of some staff practices, to identify how the high quality of teaching can be further enhanced to an outstanding level.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have sound knowledge of all the areas of learning and development children go through and provide a range of interesting activities that meet the individual needs of all children. All staff exhibit qualities of good teaching, with some teaching practice being outstanding. Staff interactions with children are warm, caring, considerate, and timely. Rigorous systems for observing and assessing children's development are in place. These are regularly monitored for effectiveness to ensure children are making good progress towards the early learning goals and are gaining sufficient skills for their next stage in learning. This ensures the need for early intervention is quickly identified and effective targeted strategies are put in place where required. Information about children's prior learning, development, and interests is gathered from parents as children join the nursery. This information, along with initial staff assessment of children's achievements, are used to effectively plan for children's learning from the

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outset. Staff keep parents well informed about their children's development through daily discussions and diaries. Parents are invited to attend quarterly meetings, where they discuss possible lines of development for their children with their child's key person. Furthermore, parents have the opportunity to attend two parents' evenings a year. This enables parents to become actively involved in their children's ongoing learning. Children's language and communication is well supported. Staff engage children in conversation by using open-ended questioning and a range of expressive vocabulary. They talk to children about what they are doing, modelling words appropriate to the activity. For example, during snack time for babies, staff describe what they are eating, using words like lovely, yummy strawberries, blueberries, and bananas. Staff acknowledge babies communication successes by repeating the sounds they make, such as, 'ba, ba, da, da'. In addition, staff support children's language development as they follow children's own interests when they see things in the environment that catch their attention. For example, children respond when staff ask, 'can you see the bird in the tree?' Toddlers and pre-school children chat happily both to one another and adults. As a result, children's listening, attention and speaking skills are well supported.

Children play in an environment rich in print, which supports their understanding that print carries meaning. Books are readily available in all rooms and children choose them to look at independently or to share one-to-one with staff. Staff help babies turn the pages of books, point at objects and name them. Older children independently choose books and point at pictures, such as, people with curly hair and children swimming. Staff extend the children's learning further as they discuss which children's family members have curly hair and who likes to go swimming. Consequently, this helps children to develop an early love of reading. Staff support all children's personal, social and emotional development throughout the nursery. They place a strong emphasis in supporting baby's development in self-confidence and self-awareness and making relationships. For example, babies look at themselves in large mirrors on the wall, they can see photographs of themselves with family members and are given lots of praise for their efforts as they try to help their peers. Furthermore, children develop their understanding of information and communication technology as they produce self-portraits using interactive white boards. Staff support children to touch, feel and describe the texture of new materials, such as shredded paper. They turn this activity into a fun game as they model throwing the paper into the air and putting it on their heads. Staff then follow children's lead as they engage with them when they instigate their own game of chase around the table.

Pre-school children show good levels of concentration as they engage with staff and their peers in a circle time activity. Staff ignite the children's enthusiasm by introducing a song bag and asking children to look inside. They excitedly shout out, 'ducks' and when asked if they know a song about ducks, children eagerly shout out, 'five little ducks'. One by one children take turns to pick a big or little duck and wait patiently until all children have chosen one. Staff continue to engage children, without a duck, by asking them to put their fingers in the air and count the ducks as they sing. This successfully promotes the inclusion of all children. Children demonstrate good numeracy skills as they correctly identify how many more ducks they need to make five and they also accurately count backwards as the song progresses. Similar song time sessions take place in the toddler room, however these are not always as well executed by staff. As a result, not all toddler room children fully engage with and are motivated by the activity. This shows how

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teaching is consistently good, but not consistently outstanding. Children who speak English as an additional language are well-supported by staff. Staff prepare children well for school and by the time they move on, they are capable communicators with the necessary skills for their next stages in learning. Additionally, children with special educational needs and/or disabilities are supported extremely well by experienced staff that meet their needs effectively and help them to make good progress in their learning. Consequently, all children make good progress, with any gaps in their learning closing. Staff work closely with parents when completing the progress check for children aged between two and three years. Staff work with other relevant agencies to provide appropriate intervention and support. Staff regularly take babies and children on outings into the local community and visit local schools children are moving on to. Through warm relationships and support, children are acquiring the skills, attitudes, and dispositions they require for their next steps in learning. Consequently, children are well prepared for when the time comes to move onto other settings.

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

Children and their families are welcomed into the caring and homely nursery environment. Good relationships between staff and families are fostered and developed at the outset. Children are happy and settle quickly. This is facilitated through a well-established and highly-effective key-person buddy system. This system helps children to form secure emotional attachments with their key person and other members of staff. Therefore, if their key person is not present children's care and emotional well-being is continually met. Every key person knows their children exceptionally well and can clearly demonstrate how they support them to move forward and make good progress in their learning. Parents too, form close relationships with their child's key person and regularly share information with them regarding their child's well-being. This results in children's individual needs being met. Staff in the baby room provide babies with lots of warm physical interactions and cuddles. Toddlers seek out their key person for hugs and all children are confident to approach staff for help when needed. As a result, all children's emotional needs are sensitively met. Staff provide parents with information about the Early Years Foundation Stage and nursery policies and procedures when children join. Children's artwork and family photographs are displayed throughout the nursery, which provides them with a good sense of belonging. Children are very well-supported in their move between rooms. Staff ensure children are familiar with the room they are moving into, by gradually introducing them to it and their new key person. They take them on visits to see the new room and introduce them to the new children they will be playing with. They share children's development files and other information needed to help children settle. Parents are fully involved in their child's move to a new room and have opportunities to get to know their child's new key person, room, and routines. This results in continuity of care and learning being promoted for all children. Sleeping babies are constantly supervised and children throughout the nursery rest or sleep according to their individual needs or parental wishes.

Staff are deployed well, providing continuous supervision of children, which contributes to their overall safety and welfare. Staff are calm, patient, and consistent in their expectations with regard to behaviour management. Staff give children purposeful

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explanations, for example, they ask children to sit back slightly so that all children can see the pictures in the book. This supports children to manage their own feelings and behaviour. Staff have positive attitudes towards equal opportunities. Children have opportunities to learn about different cultures and some staff speak children's home language, such as, Gujarati. Children celebrate Chinese New Year as they make money envelopes and take part in the great animal race. Furthermore, children, parents, and staff celebrate Eid and dress up in multicultural clothes. This supports children's to understand and respect similarities and differences between themselves and others, and among families, communities and traditions. Children make decisions for themselves and are becoming independent because they can self-select from a wide range of easily accessible toys and resources. Both indoor and outdoor environments are stimulating and enable children to follow their own interests. For example, children enjoy dressing up as builders and pretending to mend the play house with the toy drills and hammers. This supports their understanding of people and communities. Outdoor play provides good opportunities for all children to develop their physical skills. Staff plan appropriate experiences which enable children to experience challenge and take risks. For example, children climb on and walk across a milk crate bridge, run freely and hide behind trees. Furthermore, staff help children to acquire balancing skills by supporting them as they walk around the edge of the wooden sandpit.

Staff encourage and support all children to become independent and learn new skills appropriate to their age and stage of development. The importance of hand washing is promoted consistently throughout the nursery as all staff sing to babies and toddlers a hand washing song before they eat. Subsequently, pre-school children know they need to wash their hands before eating and after self-care routines in order to wash away the germs. Older children are developing further self-care routines, such as, managing their own personal needs and putting on their shoes independently. Children are very well nourished because they are provided with a good variety of nutritious, home-cooked meals at lunchtime and a wide choice of fruit at snack time. The nursery has been awarded the highest food hygiene rating. All staff are very clear about children's allergies or preferences, which ensures children's medical and cultural needs are respected and met. Snack and mealtimes are social occasions, where children interact and chat with their peers and staff. For example, staff celebrate children's birthdays and talk about birthday cakes and going to parties. Drinks are readily available in all rooms, which ensures children remain comfortable and well hydrated. Staff actively contribute to the children's understanding of keeping themselves safe and healthy. For example, staff promote children's awareness of keeping themselves well hydrated and protecting their skin from the hot sun, during circle time discussions. Children have regular opportunities outside the nursery to further develop their self-confidence and independent skills. For example, staff take children on outings to local parks, the theatre, farm parks, and local race stables. The manager and staff form strong links with other childcare providers and local schools to ensure there is consistency in children's care and learning. Consequently, children are emotionally well prepared for school as they receive the support they need to make consistently good progress.

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

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The manager and staff in the nursery have a good understanding of their roles and responsibilities to meet the safeguarding, welfare, and the learning and development requirements of the Early Years Foundation Stage. Children are safeguarded well. Comprehensive recruitment and vetting of staff is carried out to ensure the safety and welfare of children is maintained. The manager has a strong understanding of her safeguarding role and all staff are very well versed in what to do should they have concerns about a child. Positive relationships with parents means good channels of communication are in place. This enables staff to be aware of children's individual needs at all times and as a result, children's welfare is actively promoted. There are clear procedures to follow and appropriate documentation is in place to record any concerns staff may have about children in their care and/or to report an allegation made against a member of staff. The nursery has a detailed written safeguarding policy, which includes the use of mobile phones and cameras. Staff record details of any existing injuries children may have upon entering the nursery. Appropriate documentation is also in place to record details of accidents, incidents and the giving of medication. Thorough induction procedures ensure staff are clear about their roles and responsibilities. The nursery is safe and secure and monitored both indoors and outdoors by close circuit television. Children are well-supervised because the manager carefully plans staffing requirements to ensure correct ratios are maintained at all times. Effective daily risk assessments are in place to ensure potential hazards are identified and minimised. Additionally, staff keep children safe on outings as children wear high visible tabards, they also take with them, appropriate documentation and first-aid kits.

The manager is a strong role model who is firmly dedicated to providing a high quality provision for all children. She has recruited a staff team who are experienced and appropriately qualified, with some staff being highly qualified. The manager monitors the educational programmes as she conducts regular checks of children's learning and development files and progress records. This ensures they are up to date and are being effectively used to assess children's progress and accurately identify their next steps in learning. As a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. This means early interventions are put into place which effectively supports all children to make good progress in their learning and development. The manager has a clear vision for future improvements. Staff and parents are involved in the self-evaluation process and ideas for future improvement are carefully considered. For example, the manager is trialling serving children's tea later on in the day in response to parental wishes. Practice is constantly reflected upon and updated to match the needs of the children attending. The manager has a good overview of the quality of teaching and constantly endeavours to improve it. She does this through conducting regular supervisions and staff peer to peer observations of teaching practice. However, there is scope to strengthen these supervisions so that they focus more sharply on and critically evaluate the strengths and weakness of staff teaching practices, to enhance all staff's teaching skills so that these are more consistently at an outstanding level. Regular staff appraisals and weekly team meetings take place, where children's needs are discussed, and staff training needs are identified. As a result, staff are supported well in their professional development. There are good opportunities for them to attend training courses, which benefits the children attending. For example, staff attend 'amazing babies, unlocking babies potential' training courses. The manager

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ensures staff keep up to date with key training, such as, first aid and safeguarding. This ensures the well-being of children is effectively maintained.

Excellent relationships with parents are formed and staff warmly share information about their children upon arrival and collection times. Parents are highly complimentary about the manager and nursery staff. They confirm that they provide a friendly, caring, clean, and family environment, which enables all children to have a good start in life. The manager and staff ensure that effective partnerships with other professionals and external agencies are in place, which secures well timed interventions. This ensures that children receive any additional support they may need. The manager forms effective relationships with other local providers and schools. Staff accompany children on visits to the school they are moving onto and/or school staff visit the children in their nursery environment. As a result of these strong partnerships, children benefit from a consistent approach to teaching that supports their development and contributes to the good progress they make.

The Childcare Register

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

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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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.

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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

Unique reference number	EY393972
Local authority	Leicestershire
Inspection number	879197
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	60
Name of provider	Kevin John Leedham
Date of previous inspection	20/01/2010
Telephone number	0116 2702 533

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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

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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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