

# Rhymes@ Gorseland

Inspection report for early years provision

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**Inspection date** 06/07/2011  
**Inspector** Hazel Meadows

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Rhymes @ Gorseland out of school club was re-registered in November 2010 when it moved to purpose built premises. It is situated in the grounds of Gorseland County Primary school in Martlesham, near Ipswich, Suffolk. It is managed by Little Joe Ltd trading as Rhymes Nurseries. There is level access to the premises and an accessible toilet is available. A secure enclosed outside area is available for outdoor play which is partly paved with a canopy and partly imitation grass.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 26 children aged from four years of age up to under eight years of age at any one time. Care is also offered to children aged up to 11 years. There are currently 14 children attending in the early years age range.

Session times are from 7.30am until 9am and from 3.30pm until 6pm Monday to Friday, term time only. Most children attend Gorseland Primary School or Birchwood Primary School. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs five members of staff, all of whom hold appropriate early years qualifications. The playleader, deputy playleader and one other member of staff all have a Level 3 qualification. The other two staff members are trained to level 2. An out of school club manager oversees all the Rhymes Nurseries out of school clubs. The group receives support from local authority advisory staff as required.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is Good.

Children are very happy and relaxed at this fun and welcoming out of school club. Committed and competent staff work well as a team to offer a broad variety of play and learning experiences to support children's very good progress through the Early Years Foundation Stage. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Positive and trusting partnerships are established with parents and others, ensuring children receive consistent support regarding their care, development and learning. Comprehensive documentation and robust procedures work well in practice to promote children's welfare and safety. Ongoing self-evaluation and reflection promotes high quality in all areas and supports continuous development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure first aid boxes contain all the required items
- explore ways of offering children larger outdoor playspace experiences to give scope for free movement and well-spread activities.

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

Robust procedures are in place to protect children from harm. All staff have attended safeguarding training and are clear of their responsibilities to protect children. They have a very secure awareness and understanding of safeguarding procedures and all staff have Criminal Records Bureau clearance. The group has a thorough written policy, plus local safeguarding contact details for staff to refer to, should they have concerns about a child. The registration and collection system is robust to ensure staff are aware of which children are booked into each session. Close liaison with the school and parents further supports this. The premises are secure, with a keypad entry and staff are watchful of the children and attentive to their safety. Written risk assessments are undertaken which effectively identify and rectify potential hazards to minimise risks to children. All staff are familiar with the emergency evacuation procedure, which is regularly practised and recorded, to ensure it operates swiftly and smoothly. A grab bag ensures that all essential contact details and a first aid kit are immediately available in an emergency.

The group has a positive attitude and approach towards diversity and promotes very good inclusive practise. Staff actively support and include all children including those with special educational needs and/or disabilities or children for whom English is an additional language. Their good knowledge of child development and of individual children enables them to identify early any additional needs a child may have. They work closely with parents and the school, to ensure each child receives appropriate support. Their positive approach is well reflected in the resources, displays and activities available.

The dedicated staff work well as a team to support the children and aid the smooth and safe running of each session. All required training is up to date and regular and meaningful appraisals enhance staff practise and personal development. There is ongoing reflection of practise through regular staff discussions and meetings. Staff actively seek the views and suggestions of parents and children, which contributes to the setting's ability to maintain continuous improvement. All staff have input into the Ofsted self-evaluation form, which was completed last year prior to moving into the new premises and offers an accurate overview of the group.

All required documentation is in place. Comprehensive details are obtained about each child before they start at the group and signed parental consents are obtained to ensure children are cared for according to their parents' wishes. All records are securely and confidentially kept and accurately maintained. Well written policies are clear and comprehensive and are made available to parents with their enrolment pack.

Staff establish excellent, trusting partnerships with parents which is conducive to children's welfare and continuity of care. Parents are kept very well informed about their child's progress through regular discussions with staff. Parent's comments and feedback are welcomed and actively sought through regular questionnaires. Comments received from parents during the inspection are extremely positive. They find staff friendly and approachable but professional and parents have confidence in their competence. Parents feel well-informed through frequent discussions and newsletters. Parents state their children are happy and settled at the setting and enjoy attending. The setting maintains excellent links with the schools the children attend, promoting continuity of care and ensuring consistent support and progress. The group receives support from their local authority advisory staff as required.

## **The quality and standards of the early years provision and outcomes for children**

Children are keen to come to the club, which has a relaxed and fun atmosphere. Staff are enthusiastic, caring and attentive and get to know the children very well as individuals. Initial observations, plus information gathered from parents, offer staff an insight into each child's individuality. This helps staff to support children accordingly. Children form open and trusting relationships with staff and talk freely with them. They have positive self-esteem and are very confident and at ease in the group.

Children's behaviour is generally very good, as they are well occupied and clear of the reasonable boundaries. Children helped make up the Star Rules which are displayed as a reminder. They respond very well to the Behaviour Wall chart in which a child's name can go up or down depending on their behaviour. This has proved to be a positive and effective strategy to help children manage their own behaviour. Staff are positive role models and treat children with kindness and respect, which helps them feel safe and secure. They encourage older children to help and support the younger ones, for example, an older child helped to sharpen some pencils for a young child. All the age groups play alongside one another well and are considerate of one another. Children learn to keep themselves and others safe through explanations and reminders from the staff, for example, to take care not to hit others with the ball when playing football outside.

A stimulating variety of toys and resources offers good levels of challenge and interest for the broad range of ages and abilities of the children present. Children are given considerable independence and can freely access resources from the cupboard or make requests to staff. Staff are very well deployed and work cooperatively to aid the smooth running of the session and meet children's needs. Children are very good at taking turns, for example, when playing on games consoles or with board games, they self regulate the use of the pool table by writing their names up on a turn taking chart. Staff have established an effective method of monitoring children's progress towards the early learning goals. Each child has a key person and observations are recorded in the child's individual Learning Journey booklet. The observations are utilised well to identify the child's

next step and to inform flexible planning, which aids children's individual progression.

Children's awareness and appreciation of diversity is very well promoted and enhanced through the positive attitudes of the staff plus specific activities. Differences and similarities are valued and reflected very well in practise and through the range of books, posters and resources plus an all kinds of people multi-cultural display. Children can explore a wide variety of media and materials and readily help themselves to resources. They are encouraged to make their own creations. Some concentrate and persevere for considerable periods making models which they proudly show to their parents when they arrive. Cookery activities help children learn about weights and measures in a fun and relevant way. Children's appreciation of the natural world is promoted through books and discussion and they occasionally sow plants such as sunflowers to take home. They also learn about recycling and using resources wisely and this is reflected in posters and displays on the wall.

Children practise good hygiene habits through regular routines and reminders from staff. Snack time is a relaxed and sociable experience for the children. They benefit from an excellent variety of healthy and nutritious snacks, reinforcing their understanding of healthy eating. They thoroughly enjoy crudits and dips, sharing the food around the table. Children are able to make suggestions and requests for the snack menu and sometimes help with the preparation or enjoy cookery activities such as making pizzas to eat together. Water is readily available in jugs or from a dispenser, ensuring the children are well hydrated. Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. Children have access to a variety of activities outside, such as painting and a sand pit, although the immediate outdoor space is relatively limited for practicing skills such as throwing and kicking balls. They are able to rest or play quietly in the cosy book area should they wish to.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met