

Rhymes @ Heath OSC

Inspection report for early years provision

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Inspector Susan Rogers

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Rhymes @ Heath Out of School Club registered in 2004 and meets in purpose-built premises in the grounds of Heath Primary School in Kesgrave, Ipswich. Children use a large play room and associated facilities and have access to an enclosed outdoor play space at the rear of the building. The premises are accessible for children by using steps and ramps at the front and rear of the premises. The setting is one of a number owned by the same company.

The setting opens for 51 weeks of the year and is open five days a week during school term times and during school holidays. Sessions are from 7.30am until 9am and from 3pm until 6pm during term times. During school holidays opening times are from 7.30am until 6pm. Children attend for a variety of the sessions on offer. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting is registered to care for 40 children at any one time, of whom 26 children may be in the early years age group. There are currently two children on roll who are within the early years age group. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are three members of staff, including the manager, all of whom hold relevant National Vocational Qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and actively become involved in a wide range of play activities while being well supported by a dedicated and knowledgeable staff team. Effective partnerships are in place with parents, carers and other agencies. Policies and procedures are largely effective and serve to protect the children well. Any changes to the setting are implemented after careful consultation with all children, ensuring that their individual needs are met. The setting values all opinions and uses feedback well to measure its effectiveness. It has a good capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment procedures to include each child's achievements, interests and learning styles
- improve the equality of opportunities policy so that it includes the name of the Special Educational Needs Co-ordinator.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a very good understanding of keeping children safe. The policies and procedures for safeguarding are comprehensive, and staff have completed relevant child protection training. Daily check lists are completed to ensure that equipment and premises are safe, and an in-depth annual risk assessment has been conducted. Children are further safeguarded through staff supporting their play and supervising all their activities. Documentation is regularly reviewed and is effective in protecting children's needs. Robust recruitment and vetting procedures make sure that all staff are suitable for their role. Regular staff appraisals and monitoring of their training ensures that staff are supported and encouraged to develop in their professional role.

Through the good awareness of staff, children's individual needs are considered in all aspects of the setting. They are regularly consulted so that the service offered is continuously improved and reflects their preferences. Regular discussions with parents and carers as they collect their children ensure continuity of care and provide each family with good support. The effective partnership with parents and with the host school enables each child's needs to be met because children's starting points, home circumstances and backgrounds can be accommodated when providing activities. Staff are skilled at working alongside additional agencies and supporting both children and their parents. Although staff have a good awareness of how to meet the needs of children who have special educational needs and /or disabilities and those who speak English as an additional language, there is currently no designated member of staff named in the equality of opportunities policy.

Children's opinions and needs are used well to ensure that the space available is regularly adapted to meet their needs. This results in a welcoming environment where children feel comfortable and safe. Careful consultations with children are documented in a format that children can access. These refer to any changes being implemented, ensuring activities and the space provided closely match children's individual interests and needs. This results in welcoming premises, where children feel at home and can follow activities that interest them. Strong leadership and the positive commitment of staff ensure that the setting consistently measures its effectiveness, promoting improvement and change that reflects the needs of the children.

The system of recording children's progress in individual learning journeys has recently commenced. Staff are keen to develop these further, as they do not consistently document children's achievements against areas of learning for all activities. Parents are informed of their child's activities through discussions with staff, regular newsletters, wall displays and a well- developed website. This ensures that, throughout their child's time at the setting, parents feel valued, informed and included.

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

Children's learning is promoted through a careful balance of child-led and adult-led play, supported by skilled and knowledgeable staff. Staff have an effective understanding of the Early Years Foundation Stage Framework. Children gain an awareness of the world around them through celebrating a wide variety of celebrations, where they explore art work and learn to appreciate the lifestyles of others. An inspiring range of images and resources reflect diversity and further promote children's good understanding.

Healthy eating is positively promoted within the setting. Children play a major role in deciding on the teatime menus, which all include fruit and vegetables. They grow their own produce in the summer months, harvesting and including these in their meals. They thoroughly enjoy cooking activities, which include making their own pizzas, chopping vegetables and spreading tomato toppings and cheese before cooking. This process encourages children's independence and their appreciation of a healthy diet. Water is readily available throughout the session, allowing children to quench their thirst. Children enjoy outdoor activities as they use the interesting outdoor area. This promotes their creativity as they use this area to devise imagined scenarios and enjoy more energetic activities, thus encouraging a healthy lifestyle.

Children's artistic responses are encouraged through a range of stimulating resources as well as the environment. For example, children are enthused by a flurry of snow, which prompts them to create snow pictures using paint, glue and glitter. They use resources such as the computer and a range of building materials to solve problems and enhance their numeracy skills as they create imaginative and strong structures. They are learning to incorporate other children in their play activities, encouraging each other's involvement in creative play scenarios. This promotes their language and social skills as they explain in depth what they are doing and would like to achieve. Staff are skilled at defusing any challenging behaviour through explanations and directing children's play into positive learning opportunities. Children enjoy accessing books of their choice as they relax on comfortable seating and enjoy time to themselves. Staff support children's activities well, engaging them in group activities where discussions promote children's further understanding and greater involvement. Staff are skilled at adapting activities to suit the needs of individual children and use these activities to assess children's skills and respond to their needs. Children help in taking responsibility for the setting by helping to clear away toys and resources once an activity has ended.

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

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

The effectiveness of leadership and management of the early years provision

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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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