

# Rhymes @ Kingsfleet School

Inspection report for early years provision

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**Unique reference number** EY414650  
**Inspection date** 24/08/2011  
**Inspector** Moira Oliver

**Setting address** Kingsfleet Primary School, Ferry Road, FELIXSTOWE,  
Suffolk, IP11 9LY  
**Telephone number** 01473 611 881  
**Email** [beverley@rhymesnursery.com](mailto:beverley@rhymesnursery.com)  
**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 @ Kingsfleet School is one of several after school and holiday clubs run by Rhymes. They operate from purpose built premises which are situated on the grounds of Kingsfleet Primary School. The premises are shared with a registered pre-school. A slope to the entrance means that the premises are easily accessible. Children share access to a secure enclosed outdoor play area. A maximum of 24 children aged from four years to eight years may attend the setting at any one time. There are currently five children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged up to 12 years and is registered on the compulsory and voluntary parts of the Childcare Register. They support children with special educational needs and/or disabilities.

The club opens Monday to Friday all year round. During school term times sessions are from 7.30am until 8.45am and from 3.15pm until 6pm. The Holiday Club is open from 7.30am until 6pm during all school holidays. Children are able to attend for a variety of sessions.

The club employs three members of childcare staff, all of whom hold appropriate play work qualifications at level 2 or above.

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

Overall the quality of the provision is good.

Children are happy and settle with ease in the welcoming, inclusive and safe environment of the club. Activities are planned to meet the children's needs and changing interests, however, spontaneous opportunities to extend children's learning are not always fully explored. Some resources are accessible and children move freely around the provision choosing their activity. Effective partnerships with parents, as well as good links with the local primary schools, are significant in making sure that the needs of the children are met, along with additional support needs. The staff are dedicated and work as a close team as they work to develop systems to improve their provision further.

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

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

- ensure opportunities to extend children's learning are fully explored to provide challenge and to extend children's thinking
- increase opportunities for children to become more independent, with regard to preparing and clearing away of snacks and meals
- improve the range of resources available ensuring that they are invitingly set out and accessible.

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

Children are protected from abuse and neglect because the staff understand their roles and responsibilities in safeguarding children. They have attended recent training and clear policies and procedures support their practice. Staff are recruited following robust procedures including a clear policy for induction. Thorough risk assessments take place and daily check lists are completed as they ensure all areas and equipment is safe for the children to use. The premises are secure and only authorised persons can gain access. Well-considered systems maximise children's safety on outings. They learn about road safety and have plans to increase the children's knowledge further by inviting the local police community officer to a session. Staff ensure that they have high adult to child ratios for outings and children wear wrist bands with the clubs mobile telephone number on.

Clear policies and procedures are in place and shared with the parents to ensure the smooth running of the club. Staff deployment is effective and all children, especially the younger ones, receive the attention and support they need. The building and many of the resources are shared with the local pre-school and the club have access to them during term time. However, some resources have been removed and the club do not have access to them for the holiday period. Therefore, opportunities for role play are limited. The books are not displayed invitingly; they are stacked in one box and consequently not used well by the children. The outdoor garden area is not used to its full potential by the children, it is not inviting as there is no sand in the sand pit.

Staff value the partnerships they foster with the parents. They ensure that they are available at the beginning and end of the sessions to discuss any issues the parents or children may have. Staff are interested in the parents' views and invite feedback by sending out questionnaires and by having a suggestion and comments book available. Effective relationships are also built with the local schools to ensure that children are cared for with a consistent approach. Staff take time to liaise with teachers when they pick the children up and share relevant information about their day in school. Equality and diversity is promoted as the staff strive to provide an inclusive setting. They make the most of discussions instigated by the children to support them to learn about a range of cultures and to accept difference. Children have a good understanding of the range of ages and abilities of their peers and help the staff to adapt activities to ensure everyone can join in. They are respectful towards each other, for example, they stop a game of football so that a younger child can walk safely across the pitch to collect sticks from the grass.

Self-evaluation is mostly undertaken by the senior managers and identifies some strengths and weaknesses. Action plans are written and staff implement the changes to make the improvements to their provision. For example, they have updated the 'All about me' records, providing a valuable insight into each child's interests and preferences. They work closely with advisors from the local authority to ensure that planning identifies individual children's next steps to ensure progression. The staff are qualified and work as a team, supporting each other and are keen to increase their knowledge and understanding further through ongoing

training.

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

Children are settled and content as they develop a strong rapport with the staff. They operate a key person system and get to know their key children well. For most of the session the children make choices about what they want to do and can freely access the garden area. They understand that they must only use the school field and playground when accompanied by a member of staff. Children enjoy writing, drawing and craft activities as they access resources from the unit and from the cupboard. They make models out of boxes and display them on the side. A lot of conversation is generated when the children find a dead fish in the aquarium and discuss what should be done with it. They enjoy physical activities on the school playground as they organise games of football and work together to make up their own rules for keeping score. The club has access to the schools range of climbing apparatus and hang from bars and use rope swings.

The children take a great interest in a Venus Flytrap plant, they ask to feed it with flies and play putting pencils in it to watch it close. They ask a lot of questions about how it kills and 'eats' the fly and what else it likes to eat. Opportunities are not taken to learn more about the plant or to ask children how they might find out more. The staff's concern for the health of the plant resulted in its removal from the children. Consequently, their thinking is not sufficiently challenged and their interests not fully explored.

Staff keep records of their observations of children's play, collating them into individual folders which are shared with the parents. They use these observations to plan interesting activities for the children in the after school club. At present, plans for the holiday club are made in advance to ensure that parents and children can choose the days they attend depending on the activities planned. Staff are developing systems to ensure that individual children and their interests are included in the main planned themes.

Children happily share the toys and equipment, taking turns with the games console and they treat each other with kindness. Staff are consistent with their approach and use explanations to support the children to understand right from wrong. The children enjoy sociable snacks and meal times as they sit together. They use this time to engage in relaxed conversation as they talk happily about subjects that interest them. Healthy eating is promoted as children are encouraged to eat fresh fruit and vegetables. The staff operate a rolling snack time, providing the children with the choice of when they eat. Some children stack the plates when they have finished, however, the staff prepare most of the snack and clear away afterwards, therefore, independence is not fully encouraged.

## 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	3
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	3
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

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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	3
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