Rhyme and Reason Nursery
15 College Road, BUXTON, Derbyshire, SK17 9DZ

<table>
<thead>
<tr>
<th>Inspection date</th>
<th>15/09/2014</th>
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<td>02/09/2011</td>
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The quality and standards of the early years provision

<table>
<thead>
<tr>
<th>This inspection:</th>
<th>2</th>
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<tbody>
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<td>2</td>
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- 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

- Children are engaged and challenged by the nursery's educational programme because activities are planned using information from observations and staff’s knowledge of individual children.
- Children are safeguarded and protected from harm because staff clearly understand and implement a range of policies and procedures.
- Staff use a well-established key-person system to build partnerships with parents and secure attachments with children. As a result, children are happy and settled.
- Managers use a range of systems to monitor all aspects of the nursery. Therefore, they can effectively evaluate the provision and accurately identify improvements.

It is not yet outstanding because

- Staff do not always maximise the teaching opportunities of natural and open-ended resources because they are not embedded in the nursery's outdoor provision. Consequently, occasions to support the development of children's effective learning are not always utilised.
- Staff do not make the most of opportunities to teach children about healthy eating because they do not always talk to children about different foods during snack time and baking activities.
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 observed children's activities and routines in all age groups across the three different floors of the nursery.
- The inspector talked to the nominated person, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with a senior member of staff.
  
  The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector
Alison Byers
Full report

Information about the setting

Rhyme and Reason Nursery has been registered by the current owners since 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached Edwardian house in residential area close to the centre of Buxton, Derbyshire. The nursery serves the local area and is accessible to all children. Children under five years of age are accommodated over three floors of the house with the after school club in an adjoining hall extension. There is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional Status. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 94 children on roll, of whom 74 are in the early years age range. 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.

What the setting needs to do to improve further

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

- extend the use of natural and open-ended resources outdoors so that all staff are able to maximise teaching opportunities that further promote children to develop the characteristics of effective learning

- make the most of all opportunities to discuss different foods during snack time and activities so that children further develop their understanding of healthy eating.

Inspection judgements

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

Children at the nursery are well supported in their learning because staff have a secure understanding of how to support their development. Staff have a detailed knowledge of the different areas of learning and use this effectively to ensure that children receive a broad and interesting educational programme. They use children's development records to make links between their observations of children's achievements and the different areas of learning. As a result, staff know the children well and are able to plan next steps in their learning that reflect their interests and identified needs. For example, staff provide a range of resources to support children's ongoing interest in spaceships, which promote opportunities for staff to talk to them about where the astronauts are going. Children's language development is well supported because it is closely monitored by all staff through regular assessments of children's progress. As a result, children who are not
working at expected levels for their age are quickly identified and staff provide additional activities, such as tongue exercises, to further promote their development. Staff work in partnership with parents to support children's learning because development records are shared regularly and parents are confident to speak to their child's key person about any concerns they have.

Staff make good use of teaching opportunities to support children's learning because they are attentive to children and intervene at appropriate times to extend learning. For example, child-led play during role play with teddy bears is extended by staff because they talk to children about where their nose is and the different sizes of the teddy bears. Children playing with wooden train track are supported by staff to look carefully at the pieces and think for themselves, using what they already know, about how to connect them. Older children enjoy talking to staff about their families and demonstrate their skills as they confidently draw pictures of themselves. Staff provide effective support by helping them look in the mirror at their eye colour and discuss with them the different features of their face. Babies enjoy the challenge of threading toys that promote their motor skills because staff provide praise and encouragement. Children are well prepared for school because staff are aware of the skills children need to develop. For example, babies and toddlers are encouraged to develop their listening and attention skills through the use of props in a sack during singing time. Older children learn early literacy skills because staff record what they say about the pictures they draw and talk to them about the letters in their name.

The nursery use a comprehensive planning system that allows staff to incorporate activities that support children's knowledge of the world, such as the changing seasons, as well as reflecting individual children. The planning process also ensures that children regularly access resources from across all areas of learning. For example, all ages of children have opportunities to be creative and experiment with making marks. Children have free access to books and staff are always available to read with them. Staff have worked in close partnership with parents to plan how to provide children with up-to-date experiences of technology so that children are now able to use computers and touch screen devices. Although children have regular access to an outdoor area, the inclusion of natural and open-ended resources is not embedded in practice. As a result, staff are not always able to maximise opportunities to teach children to become effective learners.

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

Children are happy and confident during their time at the nursery because the clear key-person system supports the development of secure attachments with staff. They enjoy cuddles with warm and welcoming staff who provide effective reassurance. When children start at the nursery or transfer between groups, they gradually build up the length of time they stay so that they become familiar with their new surroundings and carers. Parents provide detailed information to staff about children’s preferences, routines and capabilities so that staff can effectively support their needs from the moment they start. All information regarding mealtimes and nappy changing is carefully recorded and shared with parents on a daily basis. This facilitates an ongoing discussion with parents about how to support children's overall well-being and provide continuity of care. Staff support
children's growing self-esteem because they praise their efforts and children's pictures of themselves are displayed. Children know staff listen to them so they confidently make requests for games and activities. In return, staff's expectations about behaviour are met and children willingly help tidy away. Through children's favourite games staff are able to teach children to take turns and play cooperatively. Children are gently reminded of appropriate behaviour towards other and praised by staff when they show kindness. Overall, children are developing the personal, social and emotional skills they will need as they transfer through the nursery and into school.

Staff support children's developing independence through play and routines. Children are able to access a range of resources independently because they are stored appropriately. For example, books are displayed on low-level shelving that allows children to see the front and easily identify their favourites. Older children are able to access paper and pencils independently. At snacktime toddlers are supported to pour their own drinks and during baking activities older children show determination as they practise cutting pineapple slices. Babies are taught how to descend stairs safely according to their stage of development, with the oldest learning to hold the bannister. Older children learn about how to keep themselves safe through visits from police and fire officers. Staff teach children how to manage risks because they explain to children why they must pick up aprons from the floor and not run inside.

Children develop the skills they need to manage their own personal needs because staff provide sensitive support. For example, toddlers are praised as they show an interest in toilet training and older children are reminded to wash their hands before they eat their snack. Parents provide details of children's additional dietary requirements and these are carefully checked and followed by the nursery's cook. Children are provided with healthy snacks and meals and have the opportunity to participate in cooking activities. For example, older children enjoy making mini pizzas and staff talk to them about where the food comes from. However, discussions during snacktime and baking activities do not always maximise the opportunity to teach children about healthy eating and making choices. Other aspects of a healthy lifestyle are promoted because all ages of children enjoy daily access to outdoor play.

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

The provider and managers have a clear understanding of their roles and responsibilities in safeguarding children and ensuring that all aspects of the nursery meet the legal requirements. This understanding is shared with staff who are able to talk knowledgeably about how the nursery is organised and managed. The nursery implement a number of procedures that protect children from harm. Staff regularly receive safeguarding training and are confident in identifying what would cause them concern about the safety or well-being of a child. There are clear policies in place that provide staff with information about the actions they would take in the event of a safeguarding concern. The provider's safer recruitment process includes taking references, assessing staff's interactions with children and obtaining suitability checks. Lists of qualified first aiders are displayed throughout the nursery and the deployment of staff is organised so that there is at least one qualified
member of staff on each floor of the nursery. As a result, staff are able to quickly respond to any medical emergencies. Risk assessments are completed for all aspects of the nursery including outings and daily checks. Consequently, the environment is kept safe for children to play and explore.

Managers regularly review planning documents so that they can monitor the breadth of the educational programme that staff are delivering. Alongside this they also review children's development records and work with staff to ensure the accuracy of assessments and identify any concerns. Children's progress is tracked and collated by the manager throughout the year. As a result, managers are able to monitor the progress of all children. Managers use a comprehensive appraisal process that incorporates detailed observations of practice and use them to support staff and monitor the quality of teaching. The self-evaluation of the nursery accurately represents the strengths of the nursery and identifies areas for improvement. Staff and managers seek the views of parents and act on information they provide. For example, menus are modified to provide a greater variety of meals. Staff are consulted about changes within the nursery, such as the impact of using the hall for the preschool children to allow them free access to the outdoors. Support from the local authority is used effectively by the manager to monitor the quality of interactions between staff and children. Both the provider and manager have obtained Early Years Professional Status, which has provided them with the knowledge and confidence to introduce new ideas to staff.

The nursery works in partnership with both parents and a range of other professionals. Staff support children with special educational needs and/or disabilities by collating observations that are used to inform multi-agency meetings. Strategies for additional support are then implemented within the nursery setting. Staff support parents at home by sharing strategies that develop communication and language skills. The nursery supports a number of children who speak two languages by obtaining dual language books and celebrating their second language. There are close links to local schools and teachers visit children at the nursery before they transfer into school. This allows nursery staff to share information with teachers about children's progress and personalities.

**The Childcare Register**

<table>
<thead>
<tr>
<th>The requirements for the compulsory part of the Childcare Register are</th>
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<tbody>
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<td>The requirements for the voluntary part of the Childcare Register are</td>
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### What inspection judgements mean

<table>
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<tr>
<th>Registered early years provision</th>
<th>Grade 1</th>
<th>Outstanding</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Outstanding</td>
<td>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.</td>
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</table>

| 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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    | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |

| Not met | There were no children present at the time of the inspection. 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

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<th>Unique reference number</th>
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<td>Local authority</td>
<td>Derbyshire</td>
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<td>Inspection number</td>
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<td>Total number of places</td>
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<td>Number of children on roll</td>
<td>94</td>
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<td>Name of provider</td>
<td>Corporate Kids Ltd</td>
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<td>Date of previous inspection</td>
<td>02/09/2011</td>
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<td>Telephone number</td>
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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.
The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

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Store St
Manchester
M1 2WD

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