



Rainbow Nursery

Inspection report for early years provision

Unique Reference Number	EY335243
Inspection date	09 January 2007
Inspector	Catherine Greene
Setting Address	St. Benet's Church Hall, Lupton Street, London, NW5 2HY
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Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Rainbow Nursery opened in 2004 and relocated to its current premises in Spring 2006. It operates from St. Benet's Church Hall, in the London Borough of Camden. Children have access to a main play area and two rooms used at every session for small group work. Children have access to toilets and there is also a nappy changing area. All children have access to a secure enclosed outdoor play area.

A maximum of 30 children may attend the nursery at any one time. There are currently 32 children from two years to under five years on roll. Of these 16 children receiving funding for nursery education. The nursery supports children with learning difficulties and disabilities, and children who speak English as an additional language.

The nursery is open each weekday from 09.30 to 12.15 and children can attend a lunch club from 12:00- 13:30. Children come from the local and wider community.

All staff hold suitable Early Years Qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are nurtured very well and cared for in a clean and well maintained nursery. The staff including the person in charge are pro-active in their cleaning routines in order to ensure that the environment is suitable for young children. The staff team have a thorough understanding of how to promote children's health and well being. Their good overall hygiene practice with children ensures their daily needs are well managed.

The children are further protected from the spread of infection because parents work in close partnership and keep their children at home when they are not well. The risk of cross-infection is also reduced through hygienic toileting routines: disposable gloves and aprons are used and children are encouraged to be independent. Children gain a good understanding of the importance of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet.

Considering children's overall well being and health is high on the agenda. The nursery has a healthy eating policy and an extensive understanding of the benefits of providing children with nutritious food. This is promoted very well together with parents who provide snacks and packed lunches. Children's individual dietary needs are known to all staff and food provided by parents is appropriate, varied and healthy. Children enjoy a healthy mid-morning snack where they are able to make independent healthy choices between a range of fresh fruits and a drink of water or milk. Children are currently learning about their senses as a theme within the curriculum. Topics include touch and taste using different textures, tastes and smells are used to stimulate and encourage development of the senses.

Children engage in a wide range of activities which support the development of their physical skills. Both in the outdoor space, and indoors during regular sessions in the blue room using the soft play equipment. Children are developing good physical skills as they participate in regular use of a range of apparatus, such as a climbing frame, bikes and balls. The setting makes very good use of the large outdoor area where children regularly engage in robust physical activities. The inspirational outdoor space is used to its full potential and there are exciting plans to further develop the area. Many opportunities are provided for the children to plant and dig and activities covering areas of learning are extended into the outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are greeted warmly by the staff and they clearly feel safe and secure within the setting. Children are kept safe as the risks of accidental injury are minimised because staff are vigilant

in maintaining high safety standards. They conduct regular risk assessment on all areas of the premises and outdoors in the garden. Equipment and furniture are in good repair. Resources are displayed on low-level open-plan shelving which suitably creates a child-centred environment and serves to enclose a comfortable, secure area within the large hall.

The premises are safe and secure. Visitors to the nursery are carefully monitored and are required to sign a visitors book. Access to the building may only be gained by ringing the doorbell. The reception desk at the entrance allows a staff member to greet parents and to talk to who is calling before opening the door.

Rigorous employment procedures mean that only adults who are safe to work with children are employed to do so. Children are further protected by staff maintaining a good understanding of appropriate child protection procedures. They are aware of their responsibility with regard to child protection issues.

Helping children achieve well and enjoy what they do

The provision is outstanding.

A stimulating environment means children are inspired by the activities available and the staff are committed to their social development and enjoyment of the group. The nursery is very well resourced and staff organise the environment to ensure children's enjoyment is not restricted.

The rich environment inspires children's learning and they spend their time purposefully. Children clearly enjoy their time spent at the nursery. They explore and handle natural materials as they measure and pour cous cous with silver goblets and platters in the cleverly constructed builders tray. They role play, make collage and enjoy jumping up and down and climbing in the soft play area. They actively engage in both indoor and outside activities. Good use is made of the Birth to three matters framework to help children make progress and achieve in all areas of their development.

Children are developing their confidence and self-esteem very well. Some of the children have only recently started attending the nursery and are already well settled into the routine. They have good relationships with the staff and they clearly enjoy each other's company. The staff are kind and gently spoken and there is a good sense of fun within the group. Children are becoming competent learners who are able to make choices for themselves.

Staff are skilled in child observation, and collate informative records on their key children, making planning the next stage of learning very clear. The dedicated inset days per term allow staff to plan and evaluate very effectively. They are able to capture the children's achievement and progress very well overall. The time given at the start of term to settle new children and re-establish links for the older children makes for very effective knowledge of individual children's stages of development.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the early learning goals and plan a stimulating, well balanced curriculum. The daily routine flows smoothly and the children enjoy constructive periods of uninterrupted free play, where they are able to develop and consolidate their learning. Children are very free within the structure of the planned curriculum. The skilled staff are able to improvise and develop the activities as they naturally evolve, following the children's lead. Activities are aesthetically presented on open plan shelving and tables. Staff interact, record and observe the children's progress as they work with the resources. The resources are purposefully grouped into the different learning areas and children are developing very well across the curriculum.

Children are enthusiastic learners who settle quickly to their chosen activity. They are able to take turns and share fairly, especially while waiting their turn to participate in a collage activity. Children are encouraged by staff in their independence, they take responsibility when tidying away after themselves and develop confidence as they express themselves and make choices.

Children are developing their communication, language and literacy skills very well. They are able to identify letters by name and by the sounds that they make. Children are linking sounds to letters following letter of the week, objects are brought in from home and children talk about the letters and the sounds that they make. They use a variety of materials such as pencils, paints and chalk. They look at books independently, and with staff who sit with them in small groups in the comfortable book area. They enjoy making their own books that help with transitions such as the book 'I will be going here in September' about their friend's first week in reception class. Children's language development is further extended as they watch with keen interest the aural story telling in the green room. The whole group join together with staff whilst the story is expertly told using props to engage the children and develop their curiosity, imagination and creativity. This valuable learning method is used to cover all areas of the curriculum.

Children use a range of mathematical equipment to support their learning in this area. They are able to order and sequence objects correctly. They can count to 10 and sometimes beyond with meaning and understanding. Staff make good use of everyday activities to support children's understanding of mathematical concepts, such as adding and subtracting using the till in the pet shop to buy and sell the animals.

Children enjoy exploring and experimenting. They learn about nature as they are taught about autumn and the changing seasons including the hibernation of small animals. They care for the environment and learn about pets during topic work and when caring for the nurseries much loved guinea pigs. They observe change during cooking activities when they learn to weigh and measure and observe ice melting to water.

Children engage in an imaginative variety of creative art activities, where staff encourage them to produce their own work. They have produced some really attractive wall hangings and mobiles using material that they have helped to sew using the sewing machine. They are able to role play with home-corner equipment and the preparation of real food at the snack table. They enjoy listening to and making their own music with a variety of instruments.

Children are developing very good physical skills as they participate in regular use of a range of apparatus, such as the climbing frame, blocks and stairs in the soft play room and with bikes and balls. The setting makes good use of the large indoor area where children regularly engage in robust physical activities. They are also developing their fine physical skills as they use scissors, whisks, rolling pins, pencils and other small tools.

Helping children make a positive contribution

The provision is outstanding.

The setting's positive approach and children's access to a range of experiences that reflect diversity, foster children's spiritual, moral, social and cultural development.

Children's individual needs are extremely well met. The staff know the children very well, via the information provided when the children first start and through ongoing dialogue with parents. Cultural and social diversity are positively reflected throughout all areas of the curriculum, including the children celebrating a range of different festivals. Positive images are displayed throughout the nursery including artefacts from around the world for children to use as part of their play.

Staff are very positive role models, they are calm and gently spoken, they smile and enjoy themselves as they work with the children. As a result the children are well behaved, they play very well together. Children understand the difference between right and wrong, staff offer effective support, in order for them to learn how to put things right and negotiate with each other.

The partnership with parents and carers is outstanding. Parents comment positively on their experience and are fully involved in the activities of the nursery. They help on a rota basis, contribute to topic work and share their skills. Children benefit from an open and close partnership. This very good communication with parents ensures that staff and parents are well informed about children's progress. Parents are very well informed, they receive daily dialogue, regular newsletters and reports. This partnership with parents and carers contributes to the success of the nursery.

Organisation

The organisation is good.

Children benefit from a staff team who have a secure knowledge and understanding of children's developmental needs. The nursery has an established and well-organised staff team who receive ongoing training and support. Very good deployment of staff and organisation ensures that high staff ratios are maintained.

The leadership and management of the nursery education is outstanding. The setting is extremely well organised and great care is taken to create a child centred environment. Effective use is made of the premises to ensure that the children enjoy extensive play and learning opportunities. The person in charge makes it a priority that the staff team are fully supported to meet all children's potential learning needs. There are systems in place for regular staff meetings, training and appraisal to support their professional development. The staff work very well together and

children benefit greatly from staff commitment to improve practice through ongoing self-evaluation. Staff recruitment procedures are thorough. All legally required documentation is in place, some policies and procedures are currently being reviewed to ensure that they are in line with current changes to guidance and legislation.

Curriculum planning is well-organised to provide children with a range of play opportunities relating to their learning and developmental needs. Activities encourage children to make choices and engage in stimulating play. The nursery is well maintained and offers a stimulating environment. Staff plan the activities very well, based on a good knowledge of what children like to do and their individual stages of development.

Children benefit from being cared for in a safely managed provision. They are familiar with the routines that are in place to help them settle quickly and feel secure.

Overall, the setting meets the needs of the range of children attending.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that policies, procedures and operational plans reflect current practice and any changes to requirements or legislation.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk