



Rainbow Childrens II/III Nursery

Inspection report for early years provision

Unique Reference Number	127483
Inspection date	15 January 2007
Inspector	Mary Van De Peer
Setting Address	207 Hythe Road, Ashford, Kent, TN24 8PL
Telephone number	01233 630272
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Registered person	Claire Mantle
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Rainbow Nursery opened in 1995 and operates from two floors and several rooms in a large detached house in Ashford, Kent. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 17:45 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 100 children aged from two to under eight years on roll. Of these, 63 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and also those who speak English as an additional language.

The nursery employs 12 staff. There are 10 staff, including the manager and supervisor, who hold appropriate early years qualifications. There are three staff who are working towards a

qualification. There are also five staff working towards their level three qualification in childcare. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and hygiene is promoted very well by staff who have a secure knowledge of the nursery's health and hygiene procedures. Older children are independent in self-care skills. Several staff members have a recognised first aid certificate. This means children who hurt themselves are able to be treated effectively. Accident and medication administration records are all well kept. Clear procedures for children who are ill help prevent cross-infection. Children's physical development is good. They enjoy physical exercise and are learning about the importance of activity in a healthy lifestyle. Children can join in free-play, imaginative and organised activities both indoors and outside. The nursery has excellent outdoor play facilities, including climbing and balancing equipment as well as sections for growing flowers, vegetables and a bug trail. All children are able to experience a wide variety of interesting and stimulating activities. There are quiet areas where children can rest or sleep if they want to. Children understand the importance of taking regular drinks as a way to maintain their health. A menu is displayed for parents to view. There are nutritious and healthy options available. The older children can serve themselves at lunch time; they enjoy choosing what foods they want to eat. This helps promote their independence. Younger children receive good attention and staff help them choose their meal and encourage them to become more independent at meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks of accidental injury to children are minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards. Stair gates and child-sized furniture help prevent accidents occurring. Children are able to use good quality toys, resources and equipment, appropriate to their age and stage of development. These are stored in low units which are easily accessible to children. Children are cared for in groups according to their age. The nursery has several rooms which staff have adapted for different play experiences, for example creative and role play. This sometimes has the effect of reducing children's free choice in play opportunities during the day. However, a well planned rota enables all children to experience the different activities. Children's well-being is promoted by staff, who have a clear understanding of child protection procedures. Children are also safeguarded by the implementation of various procedures, including safe collection and an emergency evacuation procedure, regularly practised by all the children. Good priority is given to their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery. They are achieving well in all learning areas. Staff are knowledgeable and skilled. They use their appropriate understanding of early years guidance,

such as Birth to three matters and the Curriculum Guidance for the Foundation Stage, to provide good quality care and education. Most children arrive happy and eager to participate. Those who are new to the nursery are helped to settle by staff who are sensitive towards their individual needs. The youngest children make good progress because staff recognise that each one of them is unique. Caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are well supported through effective adult-child interactions. Children are beginning to make sense of the world and express their ideas as they join in interesting activities and sensory experiences. For example, creating and painting a large sculpture for the nursery reception area.

Nursery Education

The quality of teaching and learning is good. Staff understand children's needs and provide a wide range of activities and experiences. They have developed an appropriate knowledge of the Foundation Stage, a good range of teaching methods and understanding of how young children learn and progress. The level of challenge is sufficient to interest the children in their activities and enable them to make good progress. Observation records are put to good use and children's next steps influence the planning. Development records on individual children are starting to include clearer assessments and information regarding their progress. The activities and experiences cover the areas of learning and meet the needs of individual children. A minor weakness is how the play areas are used, for example, children having to transfer to another room for creative and role play. Staff talk to the children constantly and involve them in discussions. Opportunities to make children think are used well, as most staff use open-ended questioning effectively. Children's behaviour is good. They are cared for in a secure environment. Children show a sense of belonging as they play and learn together. They are confident, friendly and show care and concern for others. Children are gaining confidence with shape and numbers; for example, by playing number games. Mark-making is given high priority and children love leaving notes for each other on the message board. Children are proud of their collage of the local area; they are able to point out where their nursery is.

Helping children make a positive contribution

The provision is good.

Children benefit from the range of children from different cultures and ethnic backgrounds that attend the group. They are beginning to recognise each others differences. All children are encouraged to participate in all activities. They have access to a lovely range of toys and books which show positive images of race, culture and disability. Children with special needs can be fully included because of the adult support and attention to providing safe and appropriate activities. Children behave well. They are beginning to understand right and wrong through consistent boundaries. Staff praise children on their individual achievements. Age appropriate methods are used to manage behaviour including explanation, distraction and time out. Staff try to encourage children to resolve their own differences which helps them learn to take turns and share. Parents report that they feel their children receive good care and support from the nursery staff. They also know they can approach staff for advice or information about their child. Parents receive feedback on their children, through the daily verbal exchanges about their well-being and achievements. Children receive continuity of care.

Partnership with parents is good. Parents of children receiving funding for nursery education feel they receive enough information about their children's progress, for example, through regular updates about their children's achievements. Parents have access to their children's individual written progress records. Curriculum plans are displayed with aims relating to the early learning goals. The group displays information about the Foundation Stage and nursery policies and procedures in the reception area. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The children's care and education is enhanced by staff who are professional in their manner and outlook. The operational plan, policies and procedures are well thought out and maintained. They are shared with parents who also receive regular newsletters, providing further nursery information. A robust recruitment procedure helps ensure staff working with the children are suitable to do so. The aims of the setting always include everyone involved. This results in good, effective communication with both parents and children. The nursery is committed to continuous improvement and development by arranging for staff to attend regular childcare training and carrying out regular appraisals. The manager, supervisor and staff regularly review their practice through meetings and all staff are encouraged to contribute ideas for improvement and activities.

Leadership and management is good. The aims and objectives of the pre-school are clearly stated in the operational plan. The manager has lots of experience, enthusiasm and is committed to improving and developing the nursery. This helps to motivate staff. She encourages staff to look for effective ways to ensure children are cared for in a stimulating and exciting environment. The Foundation Stage planning is currently undergoing changes so that the learning experiences for children continue to be relevant and challenging. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The provider has followed the previous recommendations to improve the setting.

The nursery was recommended to continue to develop opportunities given to parents to receive information about children's developmental progress, activities and how to make a complaint.

Staff provide verbal feedback for parents on their children's achievements. Developmental records are also available for them to view at any time. There is a complaints and customer care policy available for parents to refer to. It is currently being updated to include information on the availability of the complaints record for parents to see. This provides children with continuity of care.

A second recommendation was for management to ensure that all staff records include their next of kin. The staff records include space for the next of kin to be included. This means that information kept for emergencies is up-to-date. Staff feel valued.

The third recommendation was for the nursery to ensure that the children can use the toilets with privacy and dignity. The provider has now fitted curtains to each cubicle, which children can pull across themselves. This means that very young children can still receive assistance and have some privacy.

The final recommendation was for staff to ensure that parents always sign the medication record entry. Recent medication records have ensured parents' signatures are obtained. A space for this is to be made on new forms being produced. This helps ensure children's welfare is protected.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 the record of children's arrival and departure times in the register are clear, to help safeguard children further

The quality and standards of the nursery education

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

- consider reviewing the use of the rooms to further enhance children's choices in their play

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