



Rainbow Nursery

Inspection report for early years provision

Unique Reference Number	109364
Inspection date	17 January 2007
Inspector	Stacey Sangster
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Registered person	East Sussex Hospitals NHS Trust
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 outstanding. 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 1991 and is owned by East Sussex Hospitals NHS Trust for the sole use of its employees. Rainbow Nursery consists of the main nursery and an Early Years Unit for children under two years.

The main nursery has the sole use of the majority of the ground floor of a modern building in the grounds of the Eastbourne & District General Hospital. This area includes playrooms, toilets, a laundry, an office, a kitchen, and staff facilities. The Early Years Unit for children under two years is in a purpose built building adjacent to the main nursery. The new unit has playrooms, a cot room, kitchen, toilet, a room for parents, and a children's bathroom. A large secure outdoor area is available for use, part of which has been fenced off to create an area for the younger children.

A maximum of 58 children may attend at any one time. The nursery opens 5 days a week all year round. The opening hours are from 07.00 until 18.00. There are currently 78 children from 6 months to under 8 years on roll. Of these 31 children receive funding for nursery education. The setting currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The setting employs eighteen full-time childcare staff. All of the staff, including the managers, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Exceptionally high standards of hygiene are achieved and promoted. These are detailed in written policies which guide staff and inform parents. Very stringent hygiene procedures are in place resulting in excellent infection control. Parents are included in the responsibilities to ensure children's health, for example by changing out of uniform if they are hospital workers who have patient contact. Excellent nappy changing arrangements understood by staff and are firmly adhered to. Latex gloves are worn by all staff if dealing with any bodily fluid.

All staff attend first aid refresher courses annually. This ensures that children receive prompt attention as any of the staff can treat them in the event of an injury. In addition the close relationship and physical proximity to the hospital, results in children who require emergency treatment being seen by trained professionals within minutes. There is a stringent and robustly applied medication policy, staff receive training from medical professionals if children need medication requiring a technical knowledge.

Children learn about the importance that diet plays in their health, from planned activities and healthy eating topics, which are routinely covered throughout the year. Staff are skilled at encouraging children to think about what they eat and to remember what they have learnt about foods which are good for them and foods which need to be eaten in moderation. Children and staff chat about food and their knowledge of this area at meals times and during baking activities. They enjoy the story of the hungry caterpillar and relate their knowledge to this during discussions, as they make examples of the foods in the story in salt dough.

In the baby room, as well as all the hygiene benefits offered to the older children, the babies are further protected by the unit having a no outdoor shoe policy. This enables crawling babies to be able to play safely on the floor and for the floor coverings not to get contaminated with dirt from outside. Each baby has their own separate bedding which is 100% cotton and laundered in-house.

The babies emotional health is fostered by the close relationships they are able to build with specific key workers, who are able to provide consistent care. The key worker is assigned after a child settles and is based where possible on attachments the baby initiates. Parents are also encouraged to visit regularly particularly where they may be working twelve hour shifts. Babies benefit from having opportunities to spend one to one time with their parents. Parents and

children have access to a quiet comfortable room which is also available for mothers who wish to continue breastfeeding. Parents are encouraged to come as often as they want to and siblings are provided with opportunities to visit the baby unit, which supports family bonds.

The setting have meals prepared in the hospital kitchen. Parents have access to the menus in advance and the catering staff in the kitchens are very experienced in preparing meals for all manner of special dietary needs and preferences. Good use is made of the dietary information collected from parents before a child starts the nursery. Allergies and forbidden foods are clearly displayed in the kitchen for all involved in cooking or food preparation tasks. All adults involved in preparing or heating food hold a food hygiene certificate. The diet provided by the setting is wholesome, nutritious and well balanced. There is a healthy eating policy and guidance to parents about what constitutes a healthy lunch box. Suggestions are included for parents to help them make varied, appetizing nutritious meals for their children to enjoy.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The premises are secure and only those who hold the codes to the key pad locks are able to enter the nursery building unsupervised. Checks on identity are strict, notices on doors remind staff of the checks to follow and there are excellent procedures to ensure that children can only be collected by people designated by the parents. The premises are well designed to minimise risks to children. Low level facilities such as child sized toilets, hand basins and even washing up facilities in the main playroom remove the need for children to use steps or stretch to access them.

Toys and resources are organised to enable children wherever possible to access items independently and safely. Staff are proactive and spend time and effort devising policies and practices that remove unnecessary risks. Children are safeguarded for instance because staff never use tacks to pin work or notices up on boards, but use staples which are less likely to become loose.

Written risk assessments are carried out and health and safety issues are regularly reviewed and swiftly dealt with, if identified. Fire safety is given high priority and regular drills ensure both children and staff know what to do if the alarm goes off.

A very clear and simple child protection policy is in place. Staff receive updates on how to proceed if they have any concerns, on in house training days and are supported by a designated person who is responsible for child protection liaison. Children's welfare is the settings main priority and where appropriate this may include supporting families following a referral. All staff are made familiar with the policy as part of their induction and this results in children receiving care from a team whose knowledge in this area helps to keep them safe and promotes their welfare effectively.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy their time in this setting. Spontaneous giggling and laughter can be heard throughout the day and the atmosphere is lively and filled with a sense of purpose. Children are very well occupied and have extensive access to a wide range of resources. They experience a very well balanced day filled with opportunities to explore and experience new things as well as access activities which are old favourites.

All children are supported and nurtured in this warm and caring setting. Babies enjoy and benefit from attentive care in a homely environment, provided by staff who show a genuine commitment to their care, development and wellbeing. Home routines are followed and arrangements such as ensuring babies sleep in the same cot each time they come, helps to make the early years unit a home from home. Older children experience a fun packed and exciting day. All staff work very hard. They are dedicated and committed professionals, who delight in promoting the development of the children in their care.

Nursery Education

The quality of teaching and learning is outstanding. Staff are knowledgeable and confident in their understanding of the foundation stage and the stepping stones. They plan a curriculum which enables children to make excellent progress in all areas of learning and build on what they already know. The routines are balanced and provide children with challenge. Staff motivate children very well and this results in children developing confidence to try new things and to learn from direct experiences. Planning and assessment are very well documented. They provide a comprehensive tool in moving children forward in their learning as they are sufficiently detailed for anyone to pick up and used effectively. In addition the planning then becomes a valuable resource and is filed, often with an evaluation so that it can be reused.

Children relate confidently to each other and adults. They are well behaved and share toys and resources. All children show good concentration skills and express their needs. Pre-school children in particular express thoughts, feelings and ideas confidently to adults. This age group are developing exceptionally good independence skills for example, taking baking equipment, without prompting to the low level sink to wash up and transporting their art work to the drying racks when they complete a painting. Children are confident to work independently at a variety of activities.

The children interact and talk with each other and adults in a mature and confident manner. They negotiate with others and show an awareness of the listener. Staff extend and encourage the children's communication and language at every opportunity. Children have excellent opportunities to learn to recognise letters and this helps them to become confident in using writing in every day activities such as labelling their work. Children listen and respond to stories enjoying visual props to enhance their enjoyment of the stories and aid their learning. Staff are providing many opportunities for the children to practise emergent writing and to recognise and write their names.

Children have opportunities for calculating through practical activities such as counting the flour as they measure ingredients and responding to staff questions such as “ and one more is?”.

Many children are able to count to ten and beyond and can recognise numerals between one and nine. The environment is rich in numbers and children can be heard to spontaneously count items for fun as part of their free play or during lunch.

Children experience a good range of activities to learn from first hand experiences and aid them to learn using their senses. Children are confident in designing and making skills. They use a range of art and craft materials, construction activities and activities such as salt dough, which they mix themselves to extend their skills. The children enjoyed making salt dough items relating to the story they were studying, which they use later to create treasure bags to illustrate the story.

Children talk confidently about personal events in their own lives. They celebrate their own and each others important festivals. Displays for example featuring divali and Christmas are exhibited at the same time and books and images relating to many of the major religions are evident in the main play area. Children join their friends with Chinese heritage in watching dragons dancing through the nursery and trying Chinese treats donated by parents who are always encouraged to share their knowledge and join in with the celebrations.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for in an inclusive atmosphere, where each of their individual needs, beliefs, cultures and families preferences are not only accommodated, but actively promoted. Children benefit from enhanced care from key workers who get to know them very well and children in all of the age groups in the setting are valued, included and their individual needs are very well met. The setting have access to resources that will translate their written information into different languages. This enables the setting to provide their information to parents in their home language, making the documents more equally accessible to all. Childrens spiritual, moral, social and cultural development is fostered.

The setting has a comprehensive policy with regard to integration and special needs. The premises are suitable to enable wheelchair access and there are disabled toilet and washing facilities. Individual learning plans enable all staff to follow consistent plans to help children reach their full potential. Close liaison with parents and other professional agencies ensure that all involved in the child's care are working together towards common aims. Children for whom communication is an issue are supported by staff using macaton or by using other communication aids.

Behaviour is of an exceptionally high standard in this setting. Children are very well occupied and through skilled and sensitive guidance from staff understand that positive behaviour is much more desirable. Positive behaviour is rewarded with attention, praise and is acknowledged and celebrated by the setting. Negative behaviour is met with calm and concern from staff. The positive relationships existing between children and staff is used effectively as a tool to

encouraging positive behaviour, for example children displaying mildly negative behaviour are momentarily ignored while staff focus on praising the children around them for positive behaviour, this creates a desire to receive acknowledgment for good behaviour and children quickly adopt the behaviour of those being praised. This change in behaviour is rewarded promptly by staff and children's self esteem is increased by this recognition.

The partnership with parents is outstanding. The setting have a holistic approach to supporting children and find this can be achieved by offering support to families. The information exchange is excellent, particularly in the Early Years Unit, where daily diaries are routinely filled out by both parents and staff. This provides an extremely effective way of sharing information and the children's care is enhanced by this arrangement, as both key workers and parents have a comprehensive record of incidents and experiences the child had been involved in. This is particularly important where children are too young to share any information about their day for themselves.

The supportive attitude of nursery staff who understand that parents may have had long and sometimes very stressful shifts, is backed by the provision of quiet areas for staff to visit their children in the day. Nursery staff understand that supporting the parents is an intrinsic part of the care they offer the children and children's wellbeing is promoted by these arrangements.

Organisation

The organisation is outstanding.

All full and part time staff are highly qualified and hold a minimum of a level III childcare qualification. Of the six bank staff half hold level III qualifications and as a result children benefit from being cared for by a well informed and knowledgeable staff team.

Leadership and management is outstanding. The management of all areas of the setting are very effective. Constant evaluation involving all staff identifies where the setting is going to look next to improve. Regular reviews of the settings practices and continual monitoring and updating is key to this provisions ongoing success. A strong foundation exists because the team have worked closely together for a number of years. Staff turn over is very low. Staff development plays an important part in the achievements of this setting. All staff are valued for their individual skills and areas of expertise. They are encouraged to develop their skills and widen their experiences by working with different age groups during their employment. Any staff movement is organised to entail minimum disruption to children.

Ratios are well maintained and care is enhanced because the setting employ competent ancillary staff in areas such as the kitchen and office, as well as having a manager who is supernumerary most of the time. These arrangements ensure the smooth running of the setting. It provides childcare staff with the opportunities to focus purely on the care needs of the children.

Children are grouped extremely well. Initially organised into age groups, they are able to take ownership of their specific areas within the nursery, which enhances their sense of belonging. Different age groups come together for meal times and special activities. Careful mixing of the babies and older children in the garden is particularly enjoyed.

As children get ready to change rooms and join new care groups, they are appropriately supported by their key worker. Moves such as this are always sensitively handled. Visits to the new areas are usually with friends who will move up with them to make the transition easier. Good quality written information about each child gives their new key worker a genuinely useful insight into the care needs of each individual child. Children move when staff feel that they are ready, rather than on the date they become old enough to transfer.

Documentation is excellent. It provides purpose either to guide staff, provide fool proof arrangements in the event of unforeseen staff changes and allows management to monitor the quality of the provision in detail. This results in paperwork which is a positive tool in the settings aim to promote the care and well being of all children who attend.

The setting meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting were asked to devise an equal opportunities policy and a statement about disabilities that are consistent with current legislation and guidance. This they have done and the policy meets the requirements effectively.

Complaints since the last inspection

Since registration 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

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

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