



Rainbow Nursery School

Inspection report for early years provision

Unique Reference Number	EY337854
Inspection date	14 February 2007
Inspector	Alison Large
Setting Address	Memorial Hall, High Cross, Froxfield, Petersfield, Hampshire, GU32 1EB
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Registered person	Ruth Hiscock
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 satisfactory. 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 School is a privately owned pre-school. It opened under new ownership in 2006 and has use of rooms in the George V memorial Hall in the Froxfield area of Hampshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from 09:00 to 12:00 on Mondays, Tuesdays and Thursdays and 09:00 to 15:00 on Wednesdays and Fridays during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 21 children from two years to under five years on roll. Of these, 16 children receive funding for nursery education. Children come from a wide catchment area and are able to attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties/ or disabilities and is also able to support children who speak English as an additional language.

The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand the importance of good personal hygiene, as they learn to wash their hands at appropriate times, for example, after using the toilet and before eating and are able to talk about getting rid of the germs when washing. Children benefit from the good hygiene procedures in the pre-school, which are implemented effectively by all staff. This helps keep the children healthy and protected from the spread of infection. Accident and medication records are in place and are maintained well. The staff team have current first aid certificates, which ensures the children will receive appropriate treatment in an emergency.

Children are learning about the importance of healthy eating through daily routines and the groups healthy eating policy. The pre-school provides a variety of healthy choices for the children at snack time, including fresh fruit and bread or oat biscuits the children have baked themselves. Children have access to milk or water at snack time and staff work with the parents to meet each child's dietary requirements.

Children have good opportunities to engage in daily physical activities. They benefit from a good range of challenging outdoor activities as they are able to climb on playground apparatus and run around in the fresh air. They are able to access a variety of outdoor play equipment and can practice moving their bodies in a variety of ways.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn to keep themselves safe in the welcoming environment, the provision is well laid out with child height furniture and the resources are stored accessibly to allow children to move around safely. There are appropriate facilities in place to meet the needs of all children, such as a accessible drinking water and a comfortable book corner where children are able to relax. The developmental needs of the children are met by the exciting variety of equipment that is made available to them. Staff rotate equipment to provide the children with a good balance of learning opportunities.

Children benefit from a safe and secure environment, the main door is kept locked and on entry to the pre-school visitors are asked to sign the visitors book, to ensure staff know who is in the building. Staff are vigilant about children's safety, they talk to the children about safe practice, for example, they know they must not run in the pre-school. Staff have thought about how to evacuate the children in an emergency and fire drills are practiced, which means all children have a clear understanding of what to do.

Children are well protected because staff have a good knowledge of child protection issues and recognise their roles and responsibilities. Detailed policies and procedures are in place and

shared with parents to ensure they are aware of the settings responsibilities. However, the setting does not have a procedure for what to do if a child is lost, which compromises children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the pre-school and are able to freely access resources, some of which have been set up for them around the room. They show good levels of independence, which is actively encouraged by staff. Children thrive in the stimulating and exciting environment, they are eager to try new things and participate in the range of activities on offer. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open ended questions, encouraging the children to share their ideas and thoughts with confidence. The children build good relationships with the staff and develop well with the range of activities and experiences offered to them.

Nursery Education

The quality of teaching and learning is good. Children relish their time at the pre-school and make progress in their development because the staff have a good understanding of how children learn most effectively. Staff have a good knowledge of the Foundation Stage and the early learning goals, helping to ensure children make good progress. The staff team work well together, and are able to contribute to the well balanced curriculum. However, sharing of information about each child and incorporating their needs into the short term plans does not yet take place, to ensure every child is able to reach their full potential. Teaching is consistently challenging for the children and staff ensure children are able to make progress, in a vibrant learning environment.

Staff find new and innovative ways to ensure the children are focussed, interested and motivated, for example, the theme for the week is 'Chinese New Year'. Children were able to make a dragon for a dragon dance, taste rice, trying eating with chopsticks and take part in other fun activities connected to the topic. The children enjoyed trying to use the chopsticks and were engrossed, discussing how they could achieve success.

Children are making progress towards the early learning goals in all areas. Children's social skills are developing well, they are keen and eager to join in the activities, asking questions and showing curiosity. Children's vocabulary is developing well, they handle books well and make good use of the book area. They freely access a variety of resources from the writing table, which they use to represent their own ideas. Children count confidently up to and above 10 throughout the day, they use mathematical language with confidence, talking about shape, size and quantity during their play. Children have a good sense of time and place, as they recall past events and activities. They use their imaginations well during role-play and art and craft activities.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Staff have an understanding of equal opportunities and children benefit, because they have equal access to the array of resources, activities and staff attention, helping them feel valued and respected. Children are treated as individuals and staff take time to get to know each child and their families well, helping to build strong relationships. Children have access to a range of multi-cultural resources throughout the pre-school, developing their understanding of the world around them.

The pre-school supports children with special educational needs. A member of staff works as the settings special needs co-ordinator, she has attended training and has a clear understanding of her role, liaising with parents and other agencies effectively to support the children and their families. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. Children are beginning to understand right from wrong and behave well because staff give clear explanations, relative to each child's level of understanding.

Partnership with parents is good. Staff give priority to establishing and securing the links between home and pre-school, ensuring parents are actively involved in their child's learning. Parents receive information, they have access to their child's progress records and staff keep them informed of topics and themes through the regular newsletters, helping to build good links with home. Parents feel staff are friendly and approachable and they are able to discuss issues with the staff at any time. Staff develop strong relationships with the parents and take time to get to know the families well and children benefit from the well established relationships they build within the group.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Daily routines are organised well and run smoothly. The children move freely from one activity to another, which ensures they are fully occupied, interested and stimulated throughout the session. Staff deployment is effective, enabling staff to provide support and supervision, for all the children. Children are well protected because policies and procedures are implemented effectively. Most of the required paperwork and documentation is in place and is readily available for inspection.

Leadership and management is good. The manager supports the staff team and clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting successfully assesses its own strengths and weaknesses through monitoring, evaluating and reviewing practice as a whole. The staff team work well together, providing a vibrant environment for the children. The staff team are able to input into the planning and the delivery of the nursery education, but need to develop the system to monitor and evaluate daily activities, ensuring planning is informed so children are able to reach their full potential. Children benefit from the knowledge and experience of the staff. The manager is committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

Not applicable

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

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

- develop and implement a procedure for a lost child, that is understood by all staff and made available to parents

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):

- develop curriculum planning further to ensure that it covers children of different abilities and is understood by all staff
- develop the system to monitor and evaluate daily activities, ensuring planning is informed so children are able to reach their full potential

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