

# The Rainbow - St. Stephen's Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY239381
<b>Inspection date</b>	28 November 2007
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The Rainbow - St Stephen's Nursery School opened in 1997. It operates from two large rooms in St Stephen's church hall, Shottermill, Haslemere, Surrey. The nursery serves the local community.

There are currently 40 children, aged from two years six months to four years, on roll. This includes 29 children who are educationally funded. Children attend for a variety of sessions. Procedures are in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week during term times. Session times are from 09.15 - 15.15 Monday, Wednesday, Thursday and Friday and 09.15 - 11.45 on Tuesdays.

Most of the eight staff working with the children hold a recognised early years qualification to at least NVQ Level 2. One member of staff is currently working towards a recognised early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Staff follow good health and hygiene routines, for example, they wear gloves when changing pull-ups and act as positive role models. They encourage children to wash their hands after using the toilet and before meals and snacks, and discuss germs that cannot be seen. When he sneezes, a three-year-old uses tissues to wipe his own nose, without adult help, which he then places in the bin.

The staff are aware of any special dietary needs, and obtain information and advice regarding food allergies from parents and outside agencies. Children enjoy healthy snacks provided by the setting, including cereal, fresh fruit, dried fruit, milk and water. Snack times allow opportunities for children to enjoy conversation and social interaction with their peers and staff.

Children are developing an understanding of what happens to their bodies when they exercise, for example, getting hot and panting. Staff plan games and activities that help them to develop their co-ordination, for example, a nature walk in the local woods. They have a good understanding of how young children develop, which contributes to the children's good health and physical development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises have good safety features such as locked doors and a secure, fully enclosed play area. This ensures that children are protected and unable to leave the premises unsupervised. Parents sign their children in and out of the provision recording their times of arrival and departure. Staff welcome children and their parents at the entrance of the provision and record the times of arrival and departure.

Children proudly talk about their artwork and discuss their achievements, for example, the paintings they have made using feathers. The small garden offers children a very safe area for outdoor play. A broad range of equipment and resources are available which are appropriate and help to create a stimulating environment. Children are able to access their own resources and toys with ease and in safety, as most are stored in low-level units. The staff take children on walks in the area, for example, to the shops, library and on nature walks to develop their understanding of the local environment.

The children are safe at all times as the staff are very well deployed. Staff carry out regular risk assessments of the premises and equipment to identify risks to children. These are recorded and evaluated by the provider. They check and clean all equipment regularly to ensure it conforms to safety standards.

All children are developing a good sense of spatial awareness, both inside and outside, as they move around the provision safely. The procedures for emergency evacuation of the building are understood by staff and practised regularly.

Good arrangements are in place for the administration of medication and first aid, including written permission from parents. Several staff hold first aid certificates. The provider is the designated person with regard to safe guarding issues and understands her responsibilities to

the children in her care. Appropriate procedures, which staff put into practice when necessary, are readily available to parents, which ensure that children are protected.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff plan a wide variety of exciting activities for all children. They use the Birth to three matters framework, and the Foundation Stage curriculum to enhance the quality of experiences offered to children. All children are provided with many opportunities to explore a wide range of textures and media, such as sand, water and dough.

Children benefit from information shared between home and nursery, which helps to secure children's sense of belonging. Staff build warm relationships with children and interact well with them, including through conversation, good eye contact and cuddles.

### **Nursery Education**

The quality of teaching and children's learning is good. The staff are well qualified and experienced, and use their good understanding of the foundation stage to plan an exciting curriculum. They plan activities that are clearly linked to the stepping stones. This ensures that children enjoy many stimulating activities and experiences covering all areas of development. Staff have procedures in place to support children with learning difficulties enabling them to make good progress towards individual targets.

Parents receive good information about the Foundation Stage of learning. Well-written material offers parents information about the learning goals and how the children's activities relate to them. Children make good progress towards the early learning goals because the effectiveness of the planning. Staff monitor and record children's progress.

Children are interested in their activities and show good levels of concentration, for example, during a visit to the church. Most activities and resources are easily accessible to children, which enables them to make choices about their play and develop their independence. Children play well together and develop very good relationships with staff and their peers. They co-operate with each other, sharing equipment, listening to, and valuing each other's ideas. Children's behaviour is good and they are encouraged by staff to have concern for each other.

Children practise early reading and writing skills and have access to an extensive range of books. They are able to sit and listen to stories that are well read by staff. Some children understand that print carries meaning and is read from left to right. Staff extend children's vocabulary, which results in their exploring the meaning and sound of words. However, limited opportunities are offered for children to explore letters and sounds.

Children count confidently and are beginning to solve simple problems during everyday activities. Staff encourage children to count in many of their activities, such as counting the number of children attending. They use appropriate language to describe shape, position and compare size, such as under, bigger, smaller, shorter and taller.

Children investigate and find out about the plants and animals, for example on a nature walk. They examine leaves and bark using a magnifying glass, use the binoculars to look at the birds and rabbits, and use the camera to take photographs. They receive opportunities to develop their understanding of the local community and people who help us, such as visits from the

vicar, fire brigade and the police. Children are developing their mouse and keyboard skills as they regularly use the computer.

Children are confident when using large outdoor equipment for climbing and balancing. Their manipulative skills are developing well and they successfully use a wide range of tools and materials in the many creative activities offered, including scissors, pencils and paintbrushes.

Children receive many opportunities to explore texture, colour and shape, through paint, wet and dry sand and water play. They are able to use their imagination in creative activities, such as art, music and role-play. They enjoy playing out the roles of the characters in the story of Goldilocks and the Three Bears. They sing simple songs and rhymes with confidence.

### **Helping children make a positive contribution**

The provision is good.

Staff plan and provide a meaningful range of activities and resources to promote a positive view of the wider world. They increase the children's awareness of diversity and their understanding of others. Children talk confidently about different activities they have been involved in, such as the visit to the care home and the visit from the policemen.

Children benefit from the well-planned activities. Staff are proactive in supporting children with individual needs and ensure that all children are included in the activities which develops their self-esteem and sense of belonging. A co-ordinator is in place who ensures that the needs of children with learning difficulties and/or disabilities are met with the help of parents and outside agencies, such as speech therapists and a mentor from the local authority.

Children behave well and staff help them to understand why some behaviour is not acceptable, such as running in the nursery. Children know what is expected of them and good behaviour is praised and rewarded. Behaviour management strategies include explanation and distraction. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. All children benefit from the very strong partnership between staff and parents. Staff and parents also share information informally on a daily basis as staff make time to talk to parents. Parents contribute to their child's learning. Regular meetings are held between staff and parents to discuss the children's progress. Newsletters and notice boards in the nursery give up-to-date information. Policies and procedures are readily available to parents.

Comprehensive systems are in place to ensure that all parents' comments and concerns are noted and investigated. The provider keeps extensive records, which include the findings of their investigations and any actions that may have been taken.

### **Organisation**

The organisation is good.

All legally required documentation is in place and shared with parents, where appropriate, including records, register, accident and medication records. The provider has a sound understanding of the requirements of the registration and inspection process. Policies and procedures are readily available to staff and parents.

Most staff hold appropriate childcare and teaching qualifications and have experience of caring for children. Their knowledge of child development is good and they have a very clear understanding of their roles and responsibilities. The on-going training and the implantation of policies and procedures contribute to the children's health, safety and well-being.

The leadership and management is good. The provider has ensured that all those working with children in receipt of funding for nursery education have a good knowledge of the stepping stones and the curriculum guidance. Staff ensure that planning meets the needs of individual children. The provider monitors the staff to ensure consistency in all areas. Informal systems for staff appraisals are in place, however, they are not always used effectively to identify training needs and the personal development of staff.

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

### **Improvements since the last inspection**

At the last inspection the provider was asked to provide further opportunities for parents to receive regular information on their children's progress. All staff make themselves available to talk to parents and offer them information with regard to their child's development. Parents understand that they may see their children's records at any time.

The provider was also asked to review arrangements for groupings of children. The staff ensure that children are grouped appropriately and the space is used well to ensure that the children's needs are met.

### **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.

## **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 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):

- further develop the system for staff appraisals to help identify training needs and staff development

## **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 further opportunities for children to see the written word and link sounds to letters.

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](http://www.ofsted.gov.uk)