

Rainbow Nursery

Inspection report for early years provision

Unique Reference Number	144636
Inspection date	11 March 2008
Inspector	Valerie Fane
Setting Address	Yorkshire Grove Estate, Nevill Road, Stoke Newington, London, N16 8SP
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Registered person	Rainbow Community Nursery
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 Community Nursery is a committee run group that was registered in 1973. It operates from buildings situated in the borough of Hackney and within walking distance of Stoke Newington High Street. There is a fully enclosed area for outdoor play. The nursery serves the surrounding area.

The nursery is open Monday to Friday from 08:00 to 18:00 for 50 weeks of the year. Children attend for a variety of sessions. There are currently 41 children on roll. Of these 17 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

There are 13 staff who work with the children. Of these, 10 have appropriate qualifications to Level 3 or above and two staff have Level 2 qualifications. Several staff are working towards higher level qualifications. The nursery receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well-nourished because they have a healthy range of snacks and lunches. For example, at lunch they have soup and a bread roll followed by fresh fruit or pasta bake followed by apple and custard. They learn to drink regularly because fresh drinking water is available at all times for older children and they often ask for drinks after exercise. Younger children who cannot easily communicate that they are thirsty are offered drinks regularly. They become independent eaters because they are encouraged to eat finger foods for themselves and to use a spoon with support from nursery staff when needed. Children extend their knowledge of healthy eating through activities such as making healthy sandwiches or making a collage of festive foods from around the world and discuss which ones are healthy. Children throughout the nursery extend their knowledge of healthy living because they are involved in a local authority project called 'Happy in Hackney'. This promotes healthy living through lifestyles, eating habits, physical play and personal and social skills.

Children understand the benefits of fresh air and exercise because they play outside at least twice every day in most weather conditions. They thoroughly enjoy outdoor play. They use the swings or they develop climbing and balancing skills on the climbing frame and the balance planks. They use a good selection of small physical play equipment to develop a range of skills. For example, they improve their throwing skills as they try to throw a ball through a vertical hoop. Babies develop good physical skills. Staff know their level of development and support younger babies trying to stand or to walk while older ones enjoy using the small indoor climbing frame and slide to extend their learning. Older children enjoy indoor exercise such as music and movement on wet days.

Children learn about the importance of good hygiene routines as they wash their hands after using the toilet and before eating. They understand that they are washing off the germs because staff reinforce their knowledge through discussions at circle time. Children receive good care in the event of an accident or needing medication because several staff have current first aid knowledge. Staff keep accurate records of any accident that occurs or medication given and ensure that these are signed by parents. Children are protected from cross-infection because the nursery has a clear policy not to accept children who are unwell. Posters reminding parents of infection control guidelines are displayed in the nursery and staff include reminders on newsletters from time to time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are suitable and are kept spotlessly clean and well-maintained. The layout of the equipment is attractive and welcoming. Children see their own work displayed as well as information to support their learning and clearly-labelled photographs of themselves enjoying special activities such as a trip to the zoo. They use a wide range of equipment that is suitable and safe. This is because the staff provide child-sized furniture, equipment and toys that are appropriate for their purpose, are of suitable design and condition and are very well-maintained. They are able to access toys independently because these are stored in low-level containers for them to self-select.

Children receive care in a safe and secure environment because staff have assessed and minimised hazards. For example, they have identified and remedied a leak in the kitchen. Monthly safety checks are carried out throughout the nursery and staff report any interim issues to the health and safety representative or to the manager. Children use the outdoor area safely because it is securely fenced and free from hazards. They develop a good awareness of their own safety and how to look after the premises both indoors and outside. They tell visitors that no one must tread on the newly-laid grass and they tell staff if they spill water and make the floor slippery in the washrooms.

Children's welfare is safeguarded because staff have a good understanding of the symptoms of child abuse and the procedures to follow if they were to have concerns about a child in their care. Children learn to protect themselves because staff use books to discuss issues around bullying and what to do if somebody hurts them. They also use persona dolls to encourage children to express their feelings in different situations.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages settle well and thrive in the friendly family atmosphere. They form good relationships with the staff and when they are old enough to leave the baby room their key-worker goes with them for their introductory sessions in their new group. Babies enjoy exploring their environment. They look at themselves in the low-level mirror and enjoy shaking bottles filled with different materials. They like to explore the different textures of a range of natural materials that they find in the treasure baskets. They have good opportunities for creative play with a wide variety of media. They enjoy painting in many different ways such as making prints using the wheels of the toy cars to make tyre prints. They make marks with chalks outside and they like to dig in the flower beds with the trowels. Babies make good progress because staff plan appropriate activities that are linked to the 'Birth to three matters' framework, and observe and record children's learning and development. Staff evaluate activities and record individual children's responses and they are beginning to use these to identify children's next steps in learning.

Nursery Education

The quality of teaching and learning is good. All children, including those with learning difficulties and/or disabilities, make good progress towards the early learning goals. This is because staff have a secure knowledge of the curriculum guidance for the Foundation Stage and understand how children learn. Children enjoy a good balance of free play and well-resourced structured activities. They behave well and frequently become engrossed in their play. Staff manage their time well and are fully involved in children's play and learning. Children benefit from well-planned activities that are differentiated to meet the needs of individuals. All staff observe and record children's progress but some children's progress is not maximised because some staff do not consistently evaluate activities to identify clearly individual children's next steps in learning.

Children make excellent use of the outdoor area to learn about their environment. In the summer they grow and harvest fruit and vegetables such as strawberries and tomatoes. They use tools such as trowels and small forks to dig and they water their plants so they learn what plants need to make them grow. They go on outings to the park and further away to the zoo and the seaside to discover their wider environment. At the zoo they learn what different animals eat and enjoy handling some of the animals. Children have opportunities to see animals in the

nursery. They have eggs in an incubator and watch the chicks hatch with awe and wonder. They learn to respect and care for living creatures because they discover how to feed and clean out the chicks.

Children use different senses and develop listening skills as they play games such as 'sound lotto'. They listen to the noises on a tape and try to identify them. They look for pictures on their card that match the sound they have heard. They extend their vocabulary as staff teach them new words such as 'skating'. Children develop social skills as they play the game because they learn to take turns to identify the sounds and to wait patiently when the sound is not on their card and other children have to find the right picture.

Children are confident communicators. Older children hold interesting conversations with each other and with staff and are confident to express their opinions while they use construction toys such as Lego to build models such as a rocket or a person. They make a man with six heads and count them. Staff support their problem-solving skills because they encourage them to think how many heads their man will have if they add one more and then get them to count to find the answer.

Children thoroughly enjoy listening to favourite stories such as 'The shopping basket' because staff read them with great enthusiasm and engage children's attention extremely well. They follow the story and use their recall skills to remember in what order the boy meets the different animals. They express emotions as they laugh when the bear gets an egg on his head and the pig gets stuck in the railings. At the end of the story they take turns to tell staff which part of the story they liked best.

Helping children make a positive contribution

The provision is good.

Children benefit greatly from the excellent relationships that staff develop with their parents. Parents receive detailed information about the nursery when they visit as part of children's induction and key policies are displayed on notice boards around the nursery. Babies enjoy consistency of care between home and nursery because parents provide detailed information about their children's routines when they first come to the nursery and they discuss and update the information with staff on a daily basis. For example, they tell staff about their children's sleep patterns the previous night so that staff are aware of the time children may need to have a sleep in nursery. There is a written complaints procedure available but this does not contain the address and telephone number for the regulator and only the telephone number is displayed elsewhere in the nursery. Therefore, parents are not fully informed of factors that potentially impact on the children's well-being.

The partnership with parents and carers of funded children is outstanding. Parents receive detailed information about the Foundation Stage when their child starts at the nursery. Further information is clearly displayed on the notice boards including information about children's learning and a wealth of information about other relevant local authority activities and initiatives. Children are able to continue their learning at home because parents have excellent opportunities to understand what their children are learning in nursery. They are invited to regular evening workshops when they cover topics such as water play and cornflour play. Parents receive ongoing information about their children's progress because there are lovely photographic displays in the nursery and staff provide verbal updates when children are collected each night. This is backed up by meetings every six months when parents come into the nursery to see what children have achieved and to discuss children's targets for the next six months. These

procedures ensure that parents are exceptionally well-informed about their children's learning and progress.

Children with learning difficulties and/or disabilities receive good care because the staff liaise closely with their parents and, if appropriate, with outside agencies to produce and implement an individual education plan for such children and these are reviewed and updated regularly.

Children's spiritual, moral, social and cultural development is fostered. Children of all ages develop their individuality because their individual culture is valued by the staff. For example, they use a world map to show children's countries of origin with their photographs. Children's other languages are valued and some parents come into nursery and teach nursery rhymes in other languages to the children. Their self-esteem is enhanced because they have good opportunities to take on jobs around the nursery such as giving out the mugs and cutlery at lunchtime. Children improve their understanding of our wider society as they play with toys such as musical instruments, dolls and dressing up clothes that reflect different cultures. They see posters around the nursery that are written in different languages and the writing area for older children includes examples of writing in other languages. They explore other cultures through activities such as an African drumming workshop.

Children behave extremely well in the nursery because staff set clear boundaries and are excellent role models. Children respond well because staff make excellent use of positive reinforcement of good behaviour through well-deserved praise and the use of stickers when children have demonstrated positive behaviour such as good listening. Older children learn to be considerate of younger ones when they are playing together with equipment such as the ball pit in the baby and toddler room. Staff help children in the pre-school room to learn to negotiate and to understand how other children feel if they take toys off them. Children's challenging behaviour is managed effectively because staff look for possible triggers for bad behaviour such as issues at home or the arrival of a new baby and then try to support the whole family. Children have excellent opportunities to express their feelings in such situations through role play and the use of persona dolls, music and a feelings box.

Organisation

The organisation is good.

Children flourish in the well-organised nursery environment and benefit greatly from the experience and expertise of the excellent team of staff who work with them. Almost all staff have appropriate early years qualifications with many of them having qualifications at Level 3 or above. Children's safety is potentially compromised because members of the management committee have not always notified us that they are in post at the earliest opportunity so that suitability checks can be carried out. In other respects children are safeguarded because the registered person has robust procedures in place to ensure that all staff who work with the children are suitable to do so. All of the required documentation which contributes to children's health, safety and welfare is in place and there are effective procedures to ensure that it is regularly reviewed and updated. Well-resourced and detailed additional information is also available and provides parents with advice on a wide range of subjects.

Leadership and management of the funded children is good. Children thrive because the manager has a clear vision to establish a welcoming, purposeful, stimulating and encouraging environment where all children can reach their full potential because they are confident, secure and able to learn. They benefit from the support of very committed and experienced staff who work well with the manager and follow her good example as she promotes and models good practice.

Most of the staff team have worked together for many years and provide a strong sense of stability in the nursery. The manager has a clear view of the strengths of the setting and makes good use of self-evaluation to identify and initiate action plans for areas for improvement that are reviewed and updated regularly.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection of care the nursery was recommended to ensure that sufficient, suitable furniture and equipment is available to meet the needs of all children, to ensure that written records of observations are documented consistently and used to inform planning and to make a written complaints procedure available to parents. At the last inspection of nursery education the point for consideration was to provide children with more opportunities to develop independence at snack time.

Children have benefited greatly because the nursery manager has purchased a wide range of new resources and now has an excellent range of equipment and furniture to meet the needs of children of all ages. Children are protected because a complaints policy is in place and is readily available to parents. However, the policy does not contain all the required detail so a further recommendation has been set. Children progress well throughout the nursery because staff make regular observations of their key children and use these to inform their general planning. Children have many opportunities to develop independence in their self-help skills. They select fruit at snack time. At lunch time they give out mats, cutlery and mugs and clear away for themselves when they have finished eating, putting the scraps in one container and the dirty cutlery in another.

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):

- notify Ofsted at the earliest opportunity of changes in the management committee

- update the complaints policy to include the address and telephone number for Ofsted.

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):

- improve the evaluation of activities to identify clearly individual children's next steps in learning.

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