

Rainbow Day Nursery School

Inspection report for early years provision

Unique reference number	EY364293
Inspection date	20/11/2008
Inspector	Dinah Round
Setting address	14 Kingland Road, POOLE, Dorset, BH15 1TP
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Rainbow Day Nursery School was first registered in 1985, and became a limited company in 2008. It operates from two converted houses, close-by Poole town centre, in Dorset. The nursery has five rooms and associated facilities organised into different age groups. Children have access to two rear outdoor play areas, completely enclosed. A maximum of 65 children aged under eight years may attend the nursery at any one time. They operate a holiday club where they accept children up to the age of eight years.

There are currently 111 attending who are within the Early Years Foundation Stage (EYFS). The nursery receives government funding for nursery education. The nursery is open five days a week from 08:00 to 18:00. Children come from a wide catchment area and attend for a variety of sessions. The nursery welcomes children who have learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs a team of 23 staff who work with the children, most of whom have early years qualifications and some staff are working towards early years qualification. A part time cook is employed. The nursery is registered on the Early Years Register, and the compulsory part of the Childcare Register. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Children of all ages are happy, settled and well cared for as staff have a good understanding of their individual needs. Staff work extremely well together as a team, liaising closely to make sure that each child is included and their individual needs are met. Children enjoy a broad range of interesting and stimulating play opportunities which means that children are making good progress in their learning and development. Children's health and safety is well supported, and the welcoming environment is successfully organised to allow children to make choices. The setting has not yet developed systems of evaluating the quality of provision to promote continuous improvement of care and learning for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review nappy changing procedures to ensure all risks of cross-infection are fully minimised, and ensure that fresh drinking water is available at all times
- develop further systems for self-evaluation and monitoring of the provision to reflect on practice and further enhance children's welfare and development, and implement an effective appraisal systems to continue to promote staff development
- develop further systems to promote child-initiated activities, and to actively involve parents in their child's learning to help further promote continuity of

children's learning and development.

The leadership and management of the early years provision

Clear and effective policies and procedures are in place to support the smooth running of the nursery. The recruitment and vetting arrangements ensure that staff are suitable to work with children, and good security systems help to safeguard children. Regular risk assessments are completed, including daily checklists of the play areas and before taking children on any outings. This helps to identify and minimise potential risks to children. Records, such as daily registers, accident and medication reports are used well to support children's ongoing health and safety. High levels of staff, and good staff deployment throughout the day ensures that children are well supervised at all times. Staff are enthusiastic and work very well as a team, the regular sharing of information as staff arrive and leave during the day ensures that children's ongoing needs are successfully followed. Staff attend training, however, there are no appraisal systems to support ongoing staff development, and self-evaluation and monitoring of the provision are not effectively in place to ensure improvements for children.

The individual play rooms are geared to differing children's ages and abilities, and are generally well-organised to promote children's learning and development. The effective key person systems means that children are cared for by staff who know them well and whom they feel comfortable and confident with. Organisation of snacks and meal times are successfully planned to link in with the needs of the differing age groups, which means younger children eat earlier to fit around their sleep routines. Children are valued as individuals and their sense of identity is promoted very well. For example, the older children find their own name cards, drawers, and placemats with their photograph at lunch times.

Staff have established effective working relationships with parents and carers which helps to ensure children are cared for according to their individual needs. Parents are kept informed about the provision through the various displays, the group's policies and procedures and the annual newsletter. Information is shared with parents of younger children through daily diaries, and the informal discussion at the beginning and end of the day ensures details about each child's care is shared with parents. However, systems to encourage parents to be actively involved with their child's learning are not fully developed.

The quality and standards of the early years provision

Children are happy and settled as familiar adults are attentive and sensitive to their care and learning needs. They feel at home in the nurturing environment provided by staff. Staff know the children well which helps them to plan and provide a broad range of fun and stimulating activities using both indoor and outdoor environments. Children's independence is fostered well, the good balance of adult-led and free play activities ensures that children remain motivated and interested. Detailed planning and ongoing observational assessments help to foster children's progress in all areas, however, systems to fully promote child-initiated learning are

still being developed. Children are supported well by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. For example, children delight in exploring the ingredients when making diwali sweets, they talk about the 'sticky' and 'wet' mixture and are encouraged to think what they need to add to make it less sticky.

Children are provided with a good range of resources and activities geared to their individual ages and abilities. Children show good independence skills, they help to cut up fruit for snack and pour their own drinks, while younger children are learning to feed themselves. Children of all ages have very good opportunities to use their senses to explore, they have regular access to a wide range of sensory materials, such as sand, water, dough, and paint plus use of a sensory room offering different experiences. Children's developing language is supported well by staff in all rooms, and skilful questioning by staff helps promote older children's thinking and encourage discussions. Children are introduced to numbers and counting, and learn to recognise shapes and patterns through a range of activities. Children behave well and show consideration for others as they listen to each other, share, and take turns, such as when patiently waiting to use the computer. Staff value children's achievements through regular praise. The use of the 'kindness tree' acknowledges when children are kind and helpful to others, for example, sharing their mixture when making diwali sweets. This helps to promote children's confidence and self-esteem.

Children's welfare is promoted well through the provision of a safe and secure environment and the close supervision maintained by staff. Children learn about keeping themselves safe through gentle reminders from staff, and practising the fire evacuation procedure on a regular basis. Staff have daily routines in place to maintain a clean and hygienic environment, however, measures to minimise all risks of cross-infection during nappy changing routines are not always considered. Children benefit from being provided with a good variety of healthy and nutritious meals which are cooked on the premises, and adapted to suit children's individual dietary needs. However, though children have drinks at set times they are not able to access drinking water themselves to ensure they do not become thirsty.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since registration which required the provider or Ofsted to take any action.

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.