

Rainbow Nursery

Inspection report for early years provision

Unique reference number EY372764
Inspection date 08/12/2008
Inspector Brenda Joan Flewitt / Susan June Stone

Setting address 44 Portway, FROME, Somerset, BA11 1QR

Telephone number 01373 462 553
Email rainbowfrome@aol.com
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

Rainbow Nursery is privately owned and has been registered since May 2008, although has been open since 1995 under a previous owner. It operates from a converted building situated in the town of Frome, Somerset. Children under three years are accommodated in two play rooms on the ground floor with a separate sleep room provided. Pre-school children have use of three play rooms on the first floor. There is an enclosed garden area at the side of the building, which is laid mainly to grass. Each floor is self-contained with kitchen and toilet facilities. The first floor and garden area are accessed by flights of external steps. The nursery is open Monday to Friday from 08.00 to 18.00, all year round with the exception of a week over the Christmas period. A play scheme operates for children up to the age of eight in the school holidays.

Rainbow Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children under the age of eight may attend at any one time. There are currently 78 children on roll in the early years age group. The nursery is registered to receive government funding for early education. The nursery supports children with learning difficulties and/or disabilities, as well as children with English as an additional language.

There is an overall owner and a nursery manager, both of whom are qualified in child care. In addition, a team of 14 staff are employed, the majority of whom have completed appropriate child care training.

Overall effectiveness of the early years provision

Children are generally happy, settled and confident in the care of a team of staff who know them as individuals, through ongoing communication with parents and observations of their play. Children are involved in a suitable range of activities, both inside and out, which help them make satisfactory progress in their learning and development. There are some systems in place to help support children with additional needs, which includes liaising with connected professionals. The setting has started to complete a self assessment system to help identify areas for improvement, however, the process for monitoring staff effectiveness is not fully successful.

What steps need to be taken to improve provision further?

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

- improve consistency in staff interaction with children, so that all children are challenged and supported according to their individual needs to make good progress in all areas of their learning
- develop the planning and delivery of activities to encourage children's curiosity as learners
- develop systems for monitoring staff effectiveness and identifying areas for

- development
- further develop partnerships with parents to ensure each child's learning and development is fully supported.

The leadership and management of the early years provision

There are some clear policies and procedures implemented to safeguard children and promote their ongoing welfare. The rigorous recruitment procedure ensures that staff are suitable to work with children. The system for the induction of new staff contributes to them knowing their roles and responsibilities. Risk assessments are completed and daily checks carried out which generally identify hazards and help to provide a safe environment for children to play. The good security measures in place protect children from uninvited visitors. Overall, staff have a sound understanding of safeguarding children and the procedures to follow with concerns.

Partnership with parents is suitably promoted. Parents are provided with generally good information about the setting by way of a prospectus, notice boards, newsletters and displays. Key workers make themselves available as children are delivered and collected to share information verbally to help meet the children's individual needs. Additionally, a daily diary is completed for babies recording food, sleep patterns and nappy changes. However, parents' knowledge is not consistently recorded in the ongoing assessment to use for planning children's learning and development.

The setting has started to complete a new self-evaluation system, which has identified some areas for improvement. They have supplied parental questionnaires and acted on the feedback received with regards to information supplied to parents. Although staff appraisals are completed annually, there are no clear methods for monitoring staff effectiveness, particularly with regards to their success in promoting children's learning and development.

The quality and standards of the early years provision

Overall, children enjoy their time at the nursery. They develop good relationships with staff and each other and are generally well behaved. They form a sense of feeling secure, as staff are caring and friendly and attentive to their care needs. Staff continually share information with parents which leads to young children's own routines being respected. Children are occupied throughout the day with a range of activities, some of which are adult-led, but generally self-chosen. However, staff do not always use effective methods and questioning to encourage children to develop language, think, solve problems and think critically. Staff are developing their knowledge and confidence in promoting the Early Years Foundation Stage, which includes making and recording observations of children's play. However, these are not used effectively in planning activities linked to children's interests to encourage their curiosity and individual progress. Key workers for pre-school children know their key children well and provide suitable challenge in planned activities. However, their knowledge of the children's ability is

not shared sufficiently with other staff to ensure that appropriate challenges are set consistently.

Children access a suitable range of equipment and resources which are organised to allow them to select some for themselves according to their age and stage of development. From a young age children use their senses to explore materials and objects through messy play, planned activities and spontaneous events. For example, some children observe and feel ice which has formed in the outside water tray. Some older children suggest, when asked, that it would melt if warm water was poured on it. Younger children help to make dough using flour and water, then manipulate it into shapes using their hands and various tools. From a young age children have access to mark making materials and see some text in the environment, such as labelled resources. Some children enjoy books and stories both individually and in a group, suggesting ideas and joining in familiar phrases. Older children use numbers in planned activities such as making an Advent calendar where they name shapes and identify numerals.

Children's health is promoted well, they learn about aspects of a healthy lifestyle, which includes making choices from healthy options at meal times, such as fresh fruit and a cooked lunch. Children have opportunities for fresh air and exercise each day as each group takes turns to play in the garden. They develop some independence in practical skills such as personal hygiene, using cutlery and managing their own outdoor clothes. Children are taught about their own safety as they play. For example, babies learn not to climb on furniture and as they get older, are taught to move safely as they go up and down the steps to the garden. Regular practises of the fire drill mean children know what to expect in a real situation.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

The provider confirms that the requirements of the voluntary 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 made to Ofsted since the last inspection.

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.