

# The Rainbow Nursery

Inspection report for early years provision

---

**Unique reference number** EY372855  
**Inspection date** 21/01/2009  
**Inspector** Lesley Sharples

**Setting address** Preston East Children's Centre, Watling Street Road,  
Ribbleton, Preston, Lancashire, PR2 6TU  
**Telephone number** 01772 793377/07817056891  
**Email** lara14@hotmail.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

The Rainbow Nursery has been registered since May 2008 and is owned by the registered provider who is also the manager. It is situated within Preston East Children's Centre, in the Brookfield area of Preston. It works in close collaboration with the Children's Centre as part of their core offer in providing the day care element. The nursery facilities comprise of three rooms with direct access from these to an enclosed outdoor area. The nursery also has access to a sensory room within the Children's Centre. Accessibility and facilities to meet diverse needs are incorporated in the building.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register for a maximum total of 43 children under eight years. It is open each week day all year, from 07.30 until 18.00. There are 61 children on roll who attend for a variety of sessions throughout the week. The nursery supports a number of children with learning difficulties and/or disabilities and children with English as an additional language.

There is a staff team of 10 and of these, six are appropriately qualified to level 3 and three staff hold level 2. Two teachers from the Children's Centre provide additional teaching and support to the team. There is also a cook and administrative member of staff employed. Advice, support and training is gained from the local authority.

## Overall effectiveness of the early years provision

Children are progressing towards the early learning goals through supportive staff and a well-resourced welcoming environment. The unique needs of children are recognised and valued through an inclusive environment where children feel a sense of belonging. Observation, assessment and planning is developing alongside the inclusion of parents in their children's learning. The manager and staff are committed to the continuous development of the nursery and monitor the provision to identify areas for future development. The nursery reflects the community it serves and works with others to best support children.

## What steps need to be taken to improve provision further?

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

- increase reference of letter, number, colour and shape for children within their environment, so they can use these to consolidate understanding as part of their every day play and learning
- make provision to expand opportunities to promote children's understanding of how things work and function, through programmable toys and simple technology
- gather information from parents about their children's starting points and enable their subsequent contributions to link learning and development at

- home
- ensure staff consistently apply the principles of observation and assessment of future learning needs in children's next steps, across all six areas of learning
- consider the comfort and warmth of children when they are having a rest
- revise policies and procedures to reflect current information.

## **The leadership and management of the early years provision**

The manager is committed to ensuring practice within the setting is monitored and areas for improvement identified. This has been achieved initially through a development plan and subsequently through using the self evaluation form, for example, implementing appraisals for staff following on from peer appraisals. Her own professional development is ongoing through studying on the early years degree course and from attending training workshops and short courses. There are a number of staff with appropriate first aid qualifications.

Overall, documentation is well maintained and organised to meet requirements but some policies have not yet been updated to reflect the requirements within the Early Years Foundation Stage. Staff have a sound understanding of safeguarding issues and the local authority procedures are filed and the government guidance 'What to do if you're worried a child is being abused' is displayed throughout the setting.

Parents enjoy verbal and written daily exchanges of information and are welcomed into the setting to see their children at play. They receive information about the setting prior to their child starting and their comments and opinions are valued and acted upon. For example, comments from questionnaires requested the continuing use of diaries as opposed to daily sheets within the toddler room, and this was responded to. Parents feel they get plenty of information and are pleased how well their children are progressing. Some parents share their knowledge and aspects of their culture. They come into the nursery and talk to the children about how they live, dress and eat. The nursery promotes diversity effectively in other ways, such as the many positive images of our wider world displayed throughout the nursery.

## **The quality and standards of the early years provision**

The outcomes for children are well met as staff are efficient in providing a stimulating learning environment where children are enthusiastic and well motivated in their play. They are happy in the setting and are keen to participate in activities well provided for, both indoors and outside. This means they have many continuous opportunities and experiences for all six areas of learning. The staff promote a child-led approach which enables children to self-select, making choices in what they do. Staff intervention is to support and extend children's learning through their planned activities. Positive relationships between children and staff enable their emotional well-being to be enhanced in a caring and supportive way. This fully supports the children to help them to know themselves and what they can do. Young babies and infants have a wealth of visual and tactile

experiences which they freely explore. The treasure baskets are commendable with carefully considered contents to promote self discovery. This is alongside low level resources and equipment organised so they easily play in sand and water trays, in their own outdoor space. Their environment is particularly delightful and cosy.

Older children thoroughly enjoy the outdoor classroom in which they can be creative, garden, park their vehicles and use tunnels and slides. Staff provide interesting mobiles and attach items of interest to the fence. Children move freely choosing when they wish to come indoors and do something else. Their future economic well-being is not provided for sufficiently because they do not have continuous access to simple programmable resources and computers. Different opportunities to promote their creativity further are encouraged through weekly sessions with a musician, as well as being creative with many materials and media. Children lack an abundance of reference in their learning environment relating to colour, number, letter and shape to consolidate their understanding. For example to understand that print has meaning or if staff ask questions about problem solving, reasoning and numeracy.

Staff provide individual records of children's achievements with examples of work. Inconsistencies across the staff team regarding written observations and assessments and identification of next steps for learning, means individual children's learning journey lack important information. Planning does incorporate children's interests across all areas of learning, but children's progress is not yet fully monitored. Additionally, because starting points are not always gained, there is little basis to help plan for new starters and link learning to home, enabling parents to commence contributions and make comment on their children's ongoing learning and development.

A kind and caring atmosphere is created. Staff are attentive to children so that their welfare needs are met. However the temperature fluctuates on sleeping toddlers, especially in the winter when the outside doors are open. The promotion of personal self-care skills is a strength in the nursery, as they have easy access to gain independence. Procedures for nappy changing are hygienic, as well as when serving food, because staff wear different coloured disposable aprons and gloves. The provision of nutritionally balanced meals and snacks and plenty of water keeps children well. Additionally, fresh air and exercise is a significant part of the children's day, even during inclement weather, because of shelter provided. Children are praised and encouraged during their play which boosts their self-esteem and they learn to play cooperatively and are tolerant of others around them. Comprehensive risk assessments are systematically completed, ensuring safety measures are in place and effectively implemented for all areas. This means that risks to children are minimised and they are kept secure.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 registration or 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.