

Rainbow Village Nursery

Inspection report for early years provision

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403371

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17/03/2009

Inspector

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Setting address

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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 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).

Description of the setting

Rainbow Village Nursery is a privately owned provision which has been registered since 2000. It operates from the first floor of The Old Court House building in Bloxham and there is a small enclosed outdoor play area. The intake of children is from the local rural communities. Access is via an external staircase.

The nursery is registered on the Early Years Register to care for a maximum of 22 children between the ages of two to the end of the early years age group. There are currently 24 children on roll. The nursery opens on weekdays for 47 weeks of the year from 07.30 to 17.15.

The nursery employs three staff to work with the children, all of whom hold childcare qualifications at level 2 and above. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Practice fails to meet the requirements of registration and the provider shows poor understanding of the Early Years Foundation Stage requirements. The setting's capacity to continually improve is limited, with very little progress or improvement shown in the issues discussed and recommendations raised at the last inspection. Some children's unique qualities and interests are identified through exchange of information with parents as part of a new 'learning journey' record, however, partnerships with others involved in a child's care and education have not been developed to promote a full picture of a child's life. Assessment information is unavailable and so cannot be used to demonstrate progress or to prioritise next steps in learning. Young children are not effectively supported by a key person to enable them to become fully included within the group and to enjoy a range of interesting and meaningful experiences tailored to their individual stage of development.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- comply with all the conditions of your registration (W4 Organisation) 17/04/2009
- develop staff knowledge of the Early Years Foundation Stage(EYFS) so they understand the requirements and develop their practice so every child has the best possible support to fulfil their potential (W2.1 Suitable 01/06/2009

- people)
- develop understanding of the Early Years Foundation Stage requirement to record complaints and their outcomes and implement a system for recording any future complaints received (W1.1 Safeguarding and promoting children's welfare) 05/05/2009
- ensure accident records are shared with parents (W1.2 Safeguarding and promoting children's welfare) 17/04/2009
- provide fresh drinking water at all times (W1.2 Safeguarding and promoting children's welfare) 05/05/2009
- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so with regard to obtaining an enhanced Criminal Record Bureau (CRB) Disclosure in respect of every staff member. In addition, maintain records of the information used to assess suitability to demonstrate to Ofsted that checks have been done (W2.1 Suitable people)(Welfare Requirement Notice) 01/06/2009
- ensure that people whose suitability has not been checked do not have unsupervised contact with children (W2.1 Suitable people)(Welfare Requirement Notice) 05/05/2009
- notify Ofsted of any significant events to include changes to the person managing the early years provision or issues likely to affect the suitability of the early years provider (W2.1 Suitable people) 05/05/2009
- ensure a detailed risk assessment accurately identifies potential hazards to children and then take all reasonable steps to ensure that identified hazards to children - both indoors and outside - are kept to a minimum (W3.1 Suitable premises, environment and equipment) 05/05/2009
- take reasonable steps to ensure the safety of children, staff and others on the premises in case of fire (W3.1 Suitable premises, environment and equipment)(Welfare Requirement Notice) 05/05/2009
- provide sufficient, suitable and clean furniture, toys and equipment with particular regard to hygienic hand drying facilities, clean bedding, child sized chairs and sufficient quantities of outdoor play resources (W3.1 Suitable premises, environment and equipment) 05/05/2009
- plan and organise systems and activities to ensure that every child is fully included and receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs including working closely in partnership with parents and others (W4 Organisation) 05/05/2009
- promote equality of opportunity and anti-discriminatory practice through provision of positive images, resources and experiences that challenge 05/05/2009

children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities (W4 Organisation)

- develop understanding of the role of a key person so staff are able to successfully support children's emotional well-being, help them know themselves and what they can do(W4 Organisation) 05/05/2009
- ensure that sensitive observational assessments are undertaken and utilised to identify learning priorities and plan relevant and motivating experiences for each individual child (W4 Organisation) 01/06/2009
- extend children's knowledge and understanding of the world through planned, purposeful play and the creation of a stimulating environment that offers a range of activities and resources which will encourage children's interest, curiosity, exploration and experimentation (LD1 Early learning goals) 05/05/2009
- encourage the physical development of young children through the provision of opportunities for them to improve their skills of coordination, control, manipulation and movement with particular regard to opportunities to travel around, under, over and through balancing and climbing equipment (LD1 Early learning goals) 05/05/2009
- extend children's free creativity and imagination through independent access to art and craft materials and provision of accessible and stimulating role play resources and experiences (LD1 Early learning goals) 05/05/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

Children are not effectively safeguarded. Records to prove that staff have appropriate levels of clearance to work with children are not available. Staff without proof of clearance are allowed to work unsupervised with children. In addition, Ofsted has not, as required, been informed of changes to the management of the nursery or about other issues relating to the ongoing suitability of the registered person. Written risk assessment fails to identify significant hazards to children. For example, the stairs from the building are only secured on one side leaving a risk of falling from the other edge. In addition, present systems for securing the only door ensures that strangers cannot enter the building unsupervised but conversely presents a significant risk of delay in leaving the building in an emergency. Conditions of registration are not adhered to. The nursery is registered for children from the age of two years but has admitted

children below this age. A routine for the maintenance of the cleanliness of the nursery resources has been set up but has not been implemented effectively in practice. As a result, children sleep on stained bedding and play with toys that are not sufficiently clean. Staff have attended safeguarding training and demonstrate, through discussion, satisfactory awareness of the correct procedures to follow if they have a concern about a child in their care.

The nursery environment is bright and cheerful. Toy boxes and colourful displays of children's work are well labelled. Space is arranged to allow children to access some play resources independently within the main room. However, there are insufficient child-size chairs to allow all children to each have a chair at meal times and insufficient small outdoor play resources to allow children to develop their throwing, catching and kicking skills. Most records meet the requirements of registration. Accidents occurring are clearly recorded and most are shared appropriately with parents. The provider is not aware of the requirement to have in place a system for recording any complaints, even if none have been received.

Children's individual needs are satisfactorily recorded through initial contact with parents prior to care commencing. Parents are consulted and continue to exchange written information regarding the individual likes, dislikes and abilities of their child. Information on planned topics is shared with parents via a newsletter and display board. However, only limited information, in the form of displayed posters, has been given to parents regarding the Early Years Foundation Stage. A key person system has been introduced but is very ineffective in supporting the emotional development and inclusion of young children attending the nursery. For example, very young children wandered aimlessly around the setting without adult input or attention even when they sit and have a little cry before resuming their lone play. Self evaluation of practice has not yet been implemented in the identification of both strengths and weaknesses of the provision. In addition, recommendations set at the previous inspection have not been fully implemented to improve the outcomes for children attending the nursery.

The quality and standards of the early years provision

There are significant weaknesses in the provision that limit children's individual development and progress towards their early learning goals. A system for observation and planning of children's learning has recently been introduced. The newly introduced system uses descriptive observations supported by photographs of children as a basis for a 'learning journey' record of progress. However, observation is not systematic in ensuring all children are regularly observed across all areas of learning. The records are not yet comprehensive enough to form a useful tool in planning for individual children's next steps of learning and any prior assessment records detailing children's progress to date are not in place. As a consequence, planned adult-led focus activities do not show any differentiation for differing abilities or interests but are aimed at the whole group regardless of ability or age. Little progress has been made since the last inspection when it was recommended that the structure of the sessions and planned activities be reconsidered to meet the needs of individual children more effectively. Evaluation of planned activities is not used effectively to identify children who need further

challenge or support. The learning environment does not challenge children to explore and investigate all areas of learning as part of their free play and independent learning. For example, mark making materials are not dispersed throughout the areas of the nursery to encourage developing writing skills, resources encouraging the exploration of science are extremely limited and children cannot independently access art and craft materials to develop their free creativity. In addition, access to the role play area is restricted by overcrowding of this area with other nursery equipment. Young children's personal and social development is severely compromised through poor support by their key person to encourage them to take a full and active part in group activities. For example, very young children wander around during circle time discussions and group story time. Staff are not proactive in ensuring that these children are supported to become part of the group or provided with alternative age appropriate activities.

Most children converse confidently and take a very active part in group discussions. Children enjoy group story time and access books easily for personal enjoyment. They use their imagination well as they describe meeting and escaping from 'giants' in the woods, dress up as 'princesses' and 'cowboys' and join in enthusiastically with singing and action rhymes. Some children make marks with developing confidence as they form recognisable letters and write their names clearly. However, children did not access writing materials independently as part of their free play. Children demonstrate satisfactory counting and numeral recognition skills as they count plastic spiders and recognise numbers on raffle tickets. Children's understanding of the world around them is showing progress though planned topics. Children learn about the benefit of recycling as they choose the correct bin for their wrappers and food after meal times. Local walks allow children to observe nature and topics about themselves encourage them to understand and name parts of the body. However, a lack of natural objects and resources within the room to encourage close observation and exploration limits their independent learning. Children's awareness of the wider world is not well promoted. Provision of positive images, resources and experiences that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities are extremely limited. Children use the computer and electronic toys confidently and with minimal adult support.

The children arrive happily to familiar nursery surroundings and are welcomed warmly by the staff. Children are lively and interested and settle quickly to their own play choices from a range of staff selected resources. Children show care for each other as older children take younger children for a walk around the field. They show clear understanding of their role within daily tasks. listen well to staff instruction and are co-operative to staff requests. They tidy away toys willingly and show good independence skills as they manage their own personal care needs. However, their understanding of good personal hygiene routines and their individual good health is significantly compromised through use of a shared towel for hand drying. In addition, toilet facilities provide limited privacy for the children. Children learn about healthy eating through planned topics but do not have independent access to drinking water to allow them to drink when they are thirsty. Children have not, for several months while the outdoor play area has been out of use, had any opportunity to develop their skills in climbing and balancing. Children recognise changes to their bodies as they run around a playing field, removing

their coats as they become hot and 'puffed'. Staff extend children's understanding of how to stay safe as they encourage children to walk safely to the playing field and descend the stairs slowly. However, children's safety is compromised as they do not regularly practice the emergency evacuation of the building to ensure they are familiar with this important routine.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
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

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