

Rainbow Nursery

Inspection report for early years provision

Unique reference number	224176
Inspection date	27/01/2009
Inspector	Juliette Jennings

Setting address	Richmond House, Harlescott Grange, SHREWSBURY, Shropshire, SY1 3QG
Telephone number	01743 461860
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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).

Description of the setting

Rainbow Nursery opened in 1993 and operates from three rooms within a Children's Centre Services building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in the town of Shrewsbury, Shropshire. The group is open five days a week during school term times. Sessions are from 09:30 until 12:00 on a Tuesday, Wednesday and Thursday, including a lunch club facility from 12:00 until 13:00 and from 13:30 until 16:00 on a Monday and Friday.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 19 children aged from two years to under five years on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are five members of staff, all of whom hold appropriate early years qualifications to NVQ level 2 and 3. The setting receives support from the local authority and provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Practitioners work very effectively to ensure that children are recognised and valued as unique individuals and work in close partnership with parents and other agencies to support excellent care, learning and development for all children. The setting has exemplary systems in place to accommodate all children and their families in a fully inclusive, caring and supportive environment. Processes for continuous improvement and ongoing evaluation are excellent, effective and focus on achievable improvements which benefit the children who attend. Procedures and policies are reflective of the very good practice in the setting, are highly consistent and help to ensure that children are safeguarded whilst they enjoy child-initiated opportunities in an exciting, motivating and stimulating environment. The nursery continually seeks to offer exciting, stimulating and relevant learning experiences for all children, with excellent interaction, enthusiasm and support from caring staff.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implement the areas for improvement as highlighted in ongoing self-evaluation to consolidate and continue to improve the excellent outcomes for children.

The leadership and management of the early years provision

Children are cared for in an environment which is very well organised and supports them extremely well in their development towards the early learning goals. Knowledgeable and skilful practitioners work very hard to ensure that children enjoy interesting, motivating and exciting experiences in a safe and secure space. Extremely strong and supportive partnerships with parents and others fully enables a consistent, sympathetic and sensitive care approach. Children and their families benefit from systems which offer training in childcare issues, availability of progress records and regular meetings to discuss children's development towards the early learning goals.

The arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and clearly understood by those who work with children. Effective procedures are in place for identifying and supporting any child at risk of harm and liaising with the appropriate child agencies. Staff access ongoing training to fully support this aspect and have detailed policies and procedures that they can follow if they have any concerns. Partnerships with other agencies further supports these robust systems for safeguarding children.

Training opportunities are accessed regularly so that the setting can continually improve the already strong provision for children's care and development. They actively take on board new ideas which offer new experiences to children, for example, the outdoor learning environment is now available throughout the session for children who prefer to explore and extend their learning in this way. In addition, the routine has been developed so that children have excellent opportunities for child-initiated play and have time to extend their learning with knowledgeable, skilled and caring support from staff.

The systems for continuous improvement are extremely effective and the staff work very well together to highlight any issues or areas which will help improve the already excellent opportunities for children. Current ideas for development include more focus on growing vegetables and using them in cooking and tasting activities as well as the purchase of a laptop to encourage children's understanding of information technology.

The quality and standards of the early years provision

Rainbow Nursery provides inspirational provision with exceptional organisation of the educational programmes, and the care and learning environment so that all children make significant gains in their development and consistently have very good levels of achievement in relation to their starting points. Children relish excellent opportunities to extend their learning and experience a wide range of activities in a supportive, caring and happy environment. They are enthusiastic and motivated as they develop a role play of preparing eggs and toast to give to others, focus for extended periods on building a tall tower of blocks and make marks with crayons chosen from the writing area.

Children concentrate hard when they practise their sawing skills using polystyrene blocks and plastic tools. They paint outside walls with a variety of paint brushes and rollers and tubs of water. They thoroughly enjoy discovering nature in their own version of 'Forest School' which gives them exciting opportunities to splash in muddy puddles, look for small insects and animals and balance on wooden logs. Small world animals are eagerly sorted into groups according to size or species and children create their own paintings using the variety of colours and utensils available to them in the messy play area. They are fully supported in their experiences by enthusiastic, caring and interested adults who very obviously enjoy being with the children and giving the very best early years experience.

Children enjoy healthy snacks of fruit, cheese, breadsticks, crackers and vegetables during a social time where manners and social skills are positively reinforced. This is reiterated during the lunch club facility which is accessed by some children and they benefit from this time to sit and enjoy their packed lunch with their friends. Drinks of water are freely available in individual water bottles which children help themselves to when they are thirsty. In addition, milk is available during snack times. The provision for children to access fresh air, physical activity and light is particularly strong and children relish the opportunities for being outside in the garden, going on trips to local attractions or simply taking a walk in the local area to begin to have a strong awareness of their community and its historical links to a famous occurrence in Shrewsbury's past. The children take part in some activities to grow plants in pots and begin to think about recycling and composting. An idea for improvement has been highlighted in relation to growing vegetables in the garden to consolidate the good opportunities already in place and improve the outcomes for children in this area.

The welfare, support and inclusion of all children is promoted extremely well. This is significantly enhanced by policies, procedures and excellent practice that are individual to the setting, robust and implemented with a high level of consistency. In particular, the support for all families is exemplary, with training offered to improve knowledge of child development and childcare issues, notices and displays to give information, and regular meetings and reports to discuss children's ongoing development towards the early learning goals. In addition, children are offered a wide variety of opportunities to learn about their own environment and the wider world through themed activities, positive images of diversity and access to a wide range of resources.

All children are valued as unique individuals and fully supported by practitioners to enjoy experiences to their fullest extent. Self-esteem, confidence and independence are very well promoted through the routines for child-initiated free play and specific adult-led activities which extend areas of development as appropriate. Systems for ongoing assessment work very well in highlighting children's progress and informing future planning to help support and encourage development in all areas. Practitioners work closely with families and other professionals to ensure that children enjoy a secure, safe, exciting and truly individual learning experience in their earliest years.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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 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.