

Rainbow Nursery

Inspection report for early years provision

Unique reference number	EY266850
Inspection date	14/01/2009
Inspector	David Matthews
Setting address	Little London, Long Sutton, Spalding, Lincolnshire, PE12 9LF
Telephone number	01406 364411
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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

Rainbow Nursery is a community based group registered as a charity and managed by a committee. It opened in its present building in 2003. The unit for babies and toddlers opened in 2006. It is based within the grounds of the Peele Community College, which is in Long Sutton in Lincolnshire, and serves the local rural community and surrounding villages. The group has sole use of the premises comprising two buildings; one for children aged from three months to under three years and one for children aged over three years. Each building has playrooms and appropriate kitchen, toilet, office facilities and access to a fully enclosed outdoor play area.

The nursery is open all year round, except for two weeks at Christmas. It operates from 08.00 until 18.00 each weekday. It can take a maximum of 49 children from the age of three months to the end of the Early Years Foundation Stage. Children are able to attend for morning or afternoon sessions with the option of staying over lunch or for the full day. The nursery also offers out of school care for children aged from three years to 11 years 11 months old. There are currently 80 children on roll at the nursery. This includes 38 children who receive funding for nursery education. The setting can support children with learning difficulties and those for whom English is an additional language. Currently there are no children attending who have been identified with learning difficulties and one who speaks English as an additional language.

The provision employs 17 members of staff, five of these work full-time and the rest work on a part-time basis. One member of staff has a level 5 child care qualification, nine have a level 3 qualification, five have level 2 qualifications and one is working towards level 3. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority. Rainbow Nursery is on the compulsory and voluntary parts of the childcare register as well as the early years register. There is access for children and adults with disabilities.

Overall effectiveness of the early years provision

Parents are very positive about Rainbow Nursery because the staff treat all the children as individuals, thereby promoting the inclusion of all children effectively, and meeting their unique emotional needs well. As a result, the children feel safe and valued and they thoroughly enjoy their time here, some wanting to attend at the weekend. Rainbow Nursery suitably meets children's learning needs and enables them to make satisfactory progress in their learning. The staff are seeking ways to develop the current learning, which is satisfactory, through a more focused system of planning and recording of progress. The nursery has a satisfactory view of its effectiveness and therefore has a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the frequency and quality of staff interventions while children are involved in activities and daily routines to maximise on all learning opportunities
- ensure all training in child protection is fully up to date
- improve the rigour of self-assessment.

The leadership and management of the early years provision

The manager is a good role model for children and staff. Parents describe her as 'warm but firm' with the children. This approach means that the children respect and admire her. Children feel safe and parents appreciate the system of 'double locking' on the doors. The safeguarding of children is given a high priority; adults are checked for their suitability to work with children and all work as a team to ensure their daily safety and welfare. Relevant training takes place regarding child protection, though this is not always kept strictly up to date for all staff.

Rainbow Nursery provides satisfactorily for children's learning. However, staff are not complacent and they are constantly looking for ways to develop the learning environment. They meet to discuss ways that they might improve children's learning further, and have decided, for example, to develop the resources for outdoor play. While satisfactory, the nursery's process of self-evaluation lacks structure and there is, as yet, no rigorous system for the process, though this is planned.

Through its good links with parents and with other agencies, the nursery provides well for children with wide ranging needs, be they children for whom English is an additional language as they come and go, or for children in the past who have had behavioural needs. Parents praise the staff for their good management and support of children with behavioural needs. Parents say that they are happy about the quality of information that they receive to inform them about their children's progress.

The quality and standards of the early years provision

The provision at Rainbow Nursery suitably meets children's learning needs and enables them to make satisfactory progress in their learning. Adults have recently received training on developments in the Early Years Foundation Stage. This is enabling them to improve the satisfactory way they plan what individual children will learn, based on observing them at work and play. Learning opportunities outside, while satisfactory, do not yet match the range and quality of those inside. The setting recognises this and plans to improve its outdoor provision. Children are often guided to discuss their work and adults are playing an increasingly effective role in talking to children about their work in a way that develops learning. However, the frequency and quality of such discussions are inconsistent across different staff.

Children's welfare is promoted well. Staff are highly committed to promoting their social and emotional well-being. They skilfully manage their behaviour. Where the standard of behaviour is less than expected children are guided, encouraged and supported to improve, and parents are fully involved. Risk assessments are carefully organised and staff work hard to ensure the safety and security of the setting. Children thrive emotionally because they are supported and feel safe. Their enjoyment in coming to the nursery is seen even in the faces of babies who, on arrival, hold out their hands for the key worker to take them into her arms. Older children have a clear understanding of how to stay safe, knowing, for example what happens in the event of a fire alarm. The setting ensures that children are taught about healthy living; they are given fruit for snacks and opportunities are taken to promote hygienic practices through toileting. Children make a good contribution to the community through their readiness to make choices, such as to play in the 'salt' tray, and in making friends and respecting others. They make satisfactory progress in learning the life skills that they will need for their future through their involvement in communicating, and developing early literacy and numeracy skills.

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?	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?	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?	2

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?	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?	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.