

Rainbow Nursery

Inspection report for early years provision

Unique reference number

EY256122

Inspection date

16/04/2009

Inspector

June Rice

Setting address

St Lukes Family Centre, Barnsley Road, South Kirkby, WF9
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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).

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 opened in February 2004 and is privately run. It operates from a converted building, situated in south Kirkby near Pontefract. Children have access to a secure outside play area. The premises are accessible to people with limited mobility. The nursery is open each weekday from 07.00 to 18.00 all year round, excluding one week at Christmas and Bank Holiday Mondays.

The nursery is registered to care for a maximum of 65 children under five years old. There are 16 permanent staff members, 13 of whom hold relevant childcare qualifications and there is one staff member, who is completing training to achieve a level 2 childcare qualification. The setting receives support from the local authority. There are presently 110 children on roll, of which 22 are in receipt of funding. The setting supports children with English as an additional language and children with learning disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provider takes very effective steps to evaluate its provision and this ensures those in charge have a good understanding of the strengths and areas for further improvement. For example, the continuing development of planning systems. The provision takes account of the background of all children who attend and they have developed very strong relationships with parents and other professionals. Policies and procedures are inclusive and very effectively implemented.

What steps need to be taken to improve provision further?

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

- continue to develop the use of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- continue to develop planning to ensure it clearly links to children's individual learning needs

The leadership and management of the early years provision

All records, including risk assessments required for the safe and efficient management of the provision are in place. The setting has developed outstanding relationships with parents and other professionals. Information provided about the early years provision is clear and informative and parents benefit from an open door policy, which is well implemented. A clear recruitment procedure and regular appraisals, ensures staff are suitable. Staff have continued to develop their knowledge, by attending various training courses and since the last inspection, these have included Safeguarding, Makaton, Observation, Assessment and

Planning and Early Years Foundation Stage.

Inclusive practice is promoted well through the implementation of policies and procedures, the planning of activities to introduce children to diversity and an environment that sufficiently reflects the wider world and their own communities through books, jigsaws and role play equipment. However, positive images that challenges children's thinking and helps them to embrace differences are limited on a day to day basis, as they tend to be used predominantly within planned activities.

The quality and standards of the early years provision

Children are helped to stay safe through the excellent implementation and annual review of risk assessments, policies and procedures. They learn about keeping safe through their daily routines, activities and discussion. For example, staff talk to them about using equipment safely, read stories with safety themes and invite visitors from the emergency services, including the police, fire and health service. Children are helped to be healthy. They enjoy freshly cooked meals, regular drinks and healthy snacks. They are learning healthy hygiene practices, such as brushing teeth and washing hands. They benefit from daily physical activities, such as music to movement, outdoor exercise and action songs. Staff take steps to prevent the spread of infection. For example, they wear disposable gloves and aprons, when changing nappies and children who are infectious are excluded to protect others.

Practitioners know what children can do on entry and they continue to build on this, with observations and assessments that are used effectively, to identify children's next steps. For most children these are clearly linked into planning, however, the planning for individual children in the older age group is in its infancy and it plans in regard to age groupings and not always for individual children. Children benefit from well planned, purposeful play and exploration, with a balance of adult-led and child-led activities. Practitioners are skilled in supporting children's learning. They ask appropriate questions, to help them think and to work things out. They easily introduce letters, numbers, colour and shape throughout the day, in an environment that promotes free choice activities. Children are familiar and comfortable with their routines. They carry out self registration before circle time and they are eager to answer questions, as they talk about the weather, months of the year and days of the week. They count the days with the help of a popular song. Children are encouraged to share special moments with their friends, one talks proudly of a new baby and another proudly shows off their new glasses.

Children are very well behaved, they are encouraged to share and take turns during activities and they receive stickers and lots of praise for their efforts, which helps to build their good self esteem. They are encouraged to make positive contributions through circle time and to replace toys and equipment before taking more out. Staff plan focused activities to introduce children to diversity. However, positive images that challenges children's thinking and helps them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities are limited in the general day to day environment. Children show good concentration. They complete a jigsaw puzzle and they are encouraged

to try a bigger one. Staff give appropriate support when required or requested and they are careful not to take over. Children's motor skills are encouraged through a wide selection of activities. They enjoy riding bikes and trikes while they are outside and confidently manoeuvre to avoid others. They enjoy painting, cutting and sticking, using a selection of tools, such as scissors, brushes and cutters. As they stand side by side, they hold a conversation about what they are doing and explain 'I'm painting a rainbow'. Another informs staff they want pink paint and they are provided with powder paint, which they mix to the required colour with support. As they mix they count, measure and pour and talk about what happens as the water is added. Children listen carefully to a story about people who help us. They are eager to answer simple questions and to talk about how to cross the road safely. Children use the computer competently and enjoy the success of matching colours and shapes.

Younger children enjoy stories and songs, repeating familiar phrases and movements and they benefit from a good range of table top and floor activities, which includes peg boards, shape sorters and jigsaws, a construction area and road mat with accessories. They explore natural materials including wood, metal, straw, plastic and soft materials. They plant and grow cress, look at their reflection in moulded plastic and use the climbing frame, tunnel, slide and rockers, as their physical skills continue to develop. Babies explore musical instruments, knock down towers and help to rebuild them. They crawl through confined spaces, show growing interest in making marks and grab chunky crayons in their fists. Staff pick a book and ask who wants to listen to a peek-a-boo story and children sit close to listen and look with interest at the illustrations.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	2
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?	2

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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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