

Rainbow Nursery and After School Club

Inspection report for early years provision

Unique reference number EY282940
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Inspector Lindsey Pollock

Setting address Rock Road, Middlestone Moor, County Durham, DL16 7DA

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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 and After School Club has been registered since March 2004 and is a private limited company. The nursery is situated within the Middlestone Moor area and serves the local communities of Middlestone Moor and Spennymoor. It is situated within a new building, which is organised into areas depending on children's ages and development stages. Each room opens onto the garden area. There is an additional room, which is used as a sensory room.

The nursery is open Monday to Friday from 08.00 to 17.30 Monday to Friday. It is registered to provide care for 78 children at any one time. There are currently 118 children on role who are in the Early Years Foundation Stage (EYFS). The nursery also provides care for older children. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Procedures are in place to support children with learning difficulties and/or disabilities or who have English as an additional language. There are 22 members of staff working directly with the children of whom 21 hold a relevant childcare qualification. A bank of supply staff is available to cover staff absences. The setting receives advice and support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very happy and settled in the nursery and their individuality is acknowledged and celebrated. A successful key person system is in place and children are making good, and in some cases, very good progress in their learning and development. Partnerships with parents are a particular strength of the nursery and impact positively on children's welfare. Outstanding provision is made to promote children's health. Reflection and self-evaluation are embedded in nursery practice, helping staff effectively identify areas for further improvement. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy clearly includes the procedure to be followed in the event of an allegation being made against a member of staff
- continue to develop the systems for observation, assessment and planning so these indicate children's individual learning needs, are consistent throughout the nursery rooms, and include all children in the Early Years Foundation Stage
- develop the ways to ensure continuity and coherence by sharing relevant information regarding children's learning with other practitioners who deliver the Early Years Foundation Stage.

The leadership and management of the early years provision

Leadership and management in the nursery are strong and staff are fully committed to promoting good, child-centred practice. The staff team are rightly very proud of their provision. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. Well-planned induction programmes, regular appraisals and effective overall monitoring ensure that all staff are aware of their roles and responsibilities and that they implement these consistently. Staff's personal development is encouraged to ensure the continued provision of a skilled, competent team. Good systems are in place for evaluating the provision. These include questionnaires, interviews and the Ofsted self-evaluation form (SEF). Staff, parents and children are fully involved in the processes, which clearly identify areas for development as well as recognising the many strengths of the nursery. Participation in the government initiative EEL (Effective, Early Learning) program also helps to improve the quality and effectiveness of early learning in the setting.

Staff have a clear knowledge and understanding of their roles and responsibilities for safeguarding children and the designated person is experienced in this area. All recognise that the welfare of the child is paramount. Although there is a procedure in place to follow should an allegation be made against a member of staff, this is not clearly reflected in the written safeguarding policy. Risk assessments are well considered and understood by all staff, helping to keep children safe whilst in the provision and when they are on outings. In addition, adults teach children to keep themselves safe by developing their understanding of dangers and of how to stay safe. Most staff have completed up to date first aid training. This combined with effective recording systems for medication administration and accidents, further ensures children are well protected.

Partnerships with parents are very good and are well established to ensure each child's needs are met. Staff provide a welcoming atmosphere, which helps to create effective communication. There is a good two-way flow of information, knowledge and expertise between themselves and parents. The nursery values parental input, welcomes, and encourages their involvement in every aspect of nursery life. They are invited to go on nursery trips and have recently accompanied staff and children to the Sage in Gateshead. Parents speak very highly of the staff and the care their children receive. Although general information about care is shared with other EYFS practitioners who also care for some children, the setting is not yet fully ensuring continuity and coherence by sharing relevant information regarding their learning and development.

The quality and standards of the early years provision

Children thrive in this lovely, welcoming nursery. They are happy and secure, arrive with big smiles, and quickly settle to play. They are cared for by staff who are kind, caring and who obviously enjoy being with children. Staff demonstrate a good and increasing understanding of the EYFS. They know the children well and are sensitive to their individual needs and situations. Activity planning is very much based on the interests of the children and as a result, they are happily occupied

and meaningfully engaged throughout the nursery day. Focus activities are undertaken to further promote children's learning and development but these do not clearly show different learning intentions for individual children to help staff ensure they continue to be appropriately challenged. Assessments are carried out and recorded; however, the nursery is currently using different assessment formats for children under three than those used for older children. As a result, they do not clearly reflect the good progress children have made as they progress through the nursery. Written observations and assessments are not kept for those children who only attend the after school club but are still in the EYFS. This does not help staff plan fully for their continued learning and development.

The children are sociable and confident. Their independence is developing as they feed themselves and as they get older, manage their personal needs, put on their socks and shoes, and pour themselves a drink. Children's communication, language and literacy are progressing well and are supported by staff who are implementing the ECAT (Every child a talker) programme. Staff are sensitive to babies' early attempts at communication, holding them close, ensuring they give lots of eye contact and reinforcing their responses with praise and repetition. All children love books and are a pleasure to watch in the nursery rooms as they 'read' their favourites. Children are given plenty of opportunities to express themselves freely and creatively through a variety of media including paint, play dough, music and movement. They are enthusiastic singers and happily join in at group times. Their appreciation of music and the arts is encouraged by visiting creative artists such as a textile artist and a musician. They are developing many skills that will contribute to their future economic well-being. For example, as they become increasingly confident in IT such as computers, and as they become independent learners.

Outstanding provision is made to promote children's health. Excellent opportunities are provided for children to benefit from fresh air. Wet weather clothing is provided and doors are left open which allows children to move between indoors and outdoors as they please. A ramp is used in the baby room, which enables even the younger nursery members to crawl outside independently. Children are learning all about the importance of eating healthily. They help to grow their own vegetables in the nursery garden and enjoy nutritious, balanced home cooked meals. Local produce is used when possible and the nursery is supplied with fresh vegetables from a nearby allotment. The food looks delicious and judging by the children's reactions, tastes delicious too. Very high standards of hygiene are maintained throughout the nursery. For example, staff are extremely careful that children do not share bedding and constantly check resources and equipment for cleanliness. The nursery environment is bright and child-friendly with good quality, well-chosen resources, and is maintained to high standards.

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?	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?	2
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?	1
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

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