

Rainbow Day Nursery

Inspection report for early years provision

Unique reference number 218474
Inspection date 15/04/2009
Inspector Christine Holmes

Setting address 7 Barlow Close, Amington, Tamworth, Staffordshire, B77
3ES

Telephone number 01827 51281

Email

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 Day Nursery opened in 1993. It operates from three rooms in a converted shop near Tamworth town centre. As the nursery is located on two floors and doorways are quite narrow, accessibility for wheelchair users may be limited. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 36 children from birth to five years on roll who attend on a full and part-time basis. The nursery is registered on the Early Years Register.

Eleven full-time and three part-time staff work with the children. Nine staff have appropriate early years qualifications and one member of staff is working towards an early years qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled and make good progress in their learning and development because staff are caring and child-focused which ensures all children are included and supported. In general, effective partnerships with parents are developed. The setting is well-managed and self-evaluation systems are in place that effectively supports continuous improvements in the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further ways to include parents in the assessment process in order to identify children's starting points when they first attend and to identify children's ongoing individual learning needs
- develop further the systems to ensure children's individual learning priorities are always clearly identified and included in planning for children's individual learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact and who has parental responsibility for each child (Safeguarding and promoting children's welfare).

29/04/2009

The leadership and management of the early years provision

The key strength of this setting is the clear commitment of the whole staff team to improving outcomes for children. The arrangements to support children with learning difficulties and/or disabilities are effective and inclusion is promoted across the setting. The setting is developing an accurate understanding of their strengths and priorities for development which is resulting in a number of well-targeted plans for improvements. For example, plans are underway to develop the outdoor play area and the setting is currently undertaking a 'Eating Well' silver award where staff, parents and children work together to promote a stronger understanding of healthy lifestyles. Good emphasis is given to ongoing training for all staff. This ensures staff are kept up-to-date with current child care issues and good practice and as a result, staff have a strong child focused approach and are willing to reflect on current practices.

In general, partnerships with parents and others are strong and ensure children's individual needs are met. Staff are available to exchange information with parents on arrival and departure. There is information displayed around the nursery to keep parents informed of children's activities and routines and the setting's policies and procedures. Parents receive detailed reports every three months to keep them informed of their child's progress towards the early learning goals and regular newsletters provide a diverse range of information about nursery life. There are systems in place to involve parents in children's assessments although these are not yet fully effective in engaging all parents.

Strong recruitment and vetting procedures contribute to children being protected and all staff develop a clear understanding of what to do if they are worried a child is being abused. Comprehensive and effective risk assessments and vigilant staff means the environment is kept safe and secure for children. Arrangements to support children's good health and minimise infection are highly effective. Good access to training means that nearly all staff are qualified to provide first aid to children. Documentation is suitably maintained and is currently being updated, although arrangements are not yet in place to obtain information about who has legal contact and who has parental responsibility for each child.

The quality and standards of the early years provision

Children's emotional well-being is effectively supported by the staff's caring and supportive approach. As a result, children settle into nursery life easily, build positive relationships with adults and other children and become very confident. Children enjoy a harmonious environment because staff effectively implement a range of very positive strategies to support children to learn to share, take turns, help and work together with each other and to consider others. Children's individual dietary needs are met well. Daily routines, activities and discussions and gentle reminders are used effectively to teach children an awareness of their own safety, the need for good personal hygiene and the importance of eating healthy.

Children are provided with a variety of activities and opportunities, that are both

child-initiated and adult-led, across all the areas of learning that help them to make good progress towards the early learning goals. In all areas of the nursery children are able to access a wide and varied range of resources and toys to initiate their own play and follow their own interest in and outdoors. At all times, staff are on hand to support and recognise their efforts and achievements which help children's independence and self-esteem. Overall, the staff team demonstrate a good understanding of how children learn and develop through play and how they can support their learning. For example, to support children's knowledge of different animals, staff encourage children to pretend they are different animals outdoors and to think how they would move across the play area and what sounds they would make. Indoors, this is repeated to the rhythm of musical instruments. The appearance of a spider in the play room is effectively used to encourage children to observe its features closely and to draw their own representation.

Across the nursery, staff communicate effectively with children, ask open questions and respond quickly to their needs. This results in children being confident to express their thoughts from babbling with young babies through to older children telling their friends what they are doing and asking staff questions. All children have good opportunities to enjoy and explore natural elements such as sand and water. They have good opportunities to develop their physical skills and play in the fresh air. Painting and drawing, song, music and craft materials are available in all rooms for children to use and express themselves. Children's interest in simple technology is fostered well and results in older children confidently navigating their way around simple computer software to complete simple problem solving activities with number, shape and measure. Children's imaginative play is fostered in and outdoors because staff provide resources, suggestions and enthusiasm that stimulate children's interest.

Staff make regular observations of what children can do, their likes and dislikes and particular interests. The information gained from these observations is used well to assess and record the progress children are making towards the early learning goals. In some instances, staff use this information extremely well to clearly identify children's learning priorities which they use to inform their planning, although this is not yet fully established in all areas of the nursery.

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?	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

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

