

Rainbow Day Nursery

Inspection report for early years provision

Unique reference number	EY303402
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Inspector	Sarah Johnson
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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).

Description of the setting

Rainbow Day Nursery originally registered in 1990, before relocating to the current premises in 2005. It is managed by a voluntary management cooperative made up of parents of children who attend the setting. It operates from a converted warehouse in the centre of Lowestoft in Suffolk. The setting is open each weekday from 08.00 to 18.00, for 51 weeks of the year. Children attend for combination of sessions. All children share access to an enclosed outdoor play area.

The provision is registered by Ofsted on the Early Years Register. A maximum of 58 children in the early years age range may attend the setting at any one time. There are currently 126 children on roll, all of whom are within the Early Years Foundation Stage (EYFS) years. The setting is in receipt of funding for early education for three and four-year-olds. Children live in the local area. A number of the children attending the nursery are also cared for by registered childminders and some also attend early years sessions at a nearby school, nursery and pre-school. The setting currently supports a number of children with learning difficulties and/or disabilities and a number of children who are learning English as an additional language. It has close operational links with the local children's centre and offers a crèche service for children whilst their parents attend courses at the children's centre.

There are two managers at the nursery who lead a team of 25 staff who work directly with the children. The managers and 22 of the staff hold relevant qualifications to National Vocational Qualification Level 2 and above. Four of the staff are currently working towards an additional qualification. The nursery also employs two cooks and two administrators.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are provided with very good levels of care and make very positive progress in their learning and development in the inclusive setting. They are confident, independent and clearly enjoy a wide range of play opportunities, most of which are planned with their individual needs and learning priorities in mind. Partnership with parents is promoted exceptionally well as the staff strive to provide highly meaningful opportunities for parents to be involved in their children's learning. The nursery is led by two experienced and motivated managers. They have established effective systems for self-evaluation, and together with the staff, they demonstrate a strong 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:

- identify the next steps in learning clearly in the development records and ensure these are systematically linked to the aspects of learning and

development in the EYFS

- review systems to ensure they are flexible enough to respond to and meet the needs of individual children, this particularly relates to the organisation of outdoor play.

The leadership and management of the early years provision

Children are cared for by staff who have completed a wide range of training to ensure they have good knowledge and understanding to support their individual roles. A comprehensive set of written policies and procedures are collated in the informative operational plan, which is readily available to parents, staff and visitors. The written policies successfully underpin the smooth running of the provision and are reviewed annually by the managers to address any changes. Risk assessment procedures are completed and recorded thoroughly at the beginning of each day, ensuring children are kept very safe and secure. The staff are confident in the procedures they should follow if they have any concerns about the welfare of any child, and they give good regard to the need to ensure confidentiality in such situations.

The staff demonstrate an unquestionable commitment to working in partnership with parents. They actively encourage meaningful daily discussions with parents, exchanging information about children's daily routines and sharing photographs that inspire parents' understanding of their children's achievements. The assessment records are always available for parents to read through and the staff value any comments the parents add to these. Opportunities for parents to be involved in nursery life are extremely well-promoted, as they are actively encouraged to join the management committee and welcomed in to share their experiences and expertise. For example, children watch attentively as a parent visits to show them how she bathes her young baby. Regular newsletters, displays and information evenings serve as highly meaningful ways to ensure parents are kept extremely well-informed. The nursery has established strong links with the other EYFS settings that some of the children attend. For example, staff use communication diaries to actively share information with registered childminders, and they support children's transition into full time school as they invite teachers in to meet the children and share their 'Learning Journey' records.

Children benefit significantly as the managers and staff strive for high quality practice, continuously monitoring and evaluating the standards at the setting. They share an agreed vision for the improvements they plan to make to the provision, such as developing the layout of the outdoor play area. Regular team meetings provide valuable opportunities for all staff to discuss new ideas or initiatives, and to utilise their individual strengths. For example, staff confidently take on responsibility for developing an informative welcome pack for students. The managers are very receptive to support provided by advisors from the local authority and ensure that staff training needs and aspirations are prioritised during annual appraisals and training audits.

The quality and standards of the early years provision

Children make very good progress in their learning and development, skilfully supported by staff who demonstrate good knowledge of the EYFS. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are well aware of the children's individual progress as they regularly observe their developmental needs and interests. Many of these observations are collated in the children's individual learning journey records, along with meaningful photographs. In practice this information is generally used effectively to identify the next steps in children's learning, however, the next steps are not always clearly recorded in the learning journeys and are not sufficiently linked to the aspects of learning and development in the EYFS. Staff work very well with parents and external professionals to provide effective support for children with learning difficulties and/or disabilities. For example, the staff regularly access specialised equipment and resources from the local authority, including boxes of resources that promote children's awareness of disability and a selection of sensory equipment.

Children benefit from a very bright, welcoming and child-friendly learning environment. Each of the three main playrooms afford children with ample space to explore the array of high quality play materials in safe and secure surroundings. Creatively planned imaginative areas are established to inspire children's role play, for example, children enjoy ironing the clothes in the home corner and delving the nets into the imaginary sea. There are rich experiences for younger children to explore paint, jelly, gloop, water and sand, and they enjoy investigating the natural everyday objects in the treasure baskets. Children make good progress in communication and literacy. For example, they show a strong interest in finding their name cards to guide them in writing their names on their finished drawings and they eagerly ask staff to share books with them. Children's experiences are extended as they take part in regular outings. For example, younger children point to birds and dogs during a stroll in the local area, and older children visit the travel agent to collect brochures to use in their role play area. There is very good provision for daily access to the outside learning environment for all children, and the staff ensure all areas of learning are delivered through outdoor play. However, at times the organisation of outdoor play does not allow sufficient flexibility to meet the differing needs and interests of the children, and other available spaces within the nursery are not always put to best use when groups of children demonstrate a desire to be physically active.

Strong emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. The staff plan highly meaningful opportunities for children to grow a wide range of vegetables in the outdoor area, which they then harvest and prepare for snack. They learn the importance of brushing their teeth and avoiding sugary foods when a parent visits to share her expertise as a dental hygienist. The setting has introduced innovative initiatives to ensure children benefit from an highly nutritious diet. For example, the cooks are passionate about planning varied menus which are precisely balanced and tailored to meet children's individual dietary needs. Children are also supported to develop a good understanding of

how to keep themselves safe as the staff creatively address road safety scenarios in a puppet show and arrange for a local police officer to visit the setting.

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?	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?	1
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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