

Rainbow Day Nursery

Inspection report for early years provision

Unique reference number 127485
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Inspector Clementina Ogunsanwo

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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 Day Nursery Early Years Centre Ltd, opened in 1985. It operates from eight school classrooms on a school site with sole use of the premises, in Dartford, Kent. The nursery is open each weekday from 06:45 to 18:00 all year round. All children share access to secure, enclosed outdoor play areas. Children come from a local catchment area. The nursery employs 29 staff. The majority of staff, including the manager, hold appropriate early years qualifications. The remaining staff are working towards a qualification. A maximum of 124 children may attend at any one time. It operates from a purpose built building adjacent to a local primary school which is on the same site. Currently there are 124 children on roll. The nursery has formed positive partnerships with the primary school on the main site, the LEA Advisory service and with external agencies for advice and support. The nursery has wheelchair access which facilitates access for children who have learning difficulties and/or disabilities. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children play and learn in a conducive, stimulating and harmonious environment which promote their learning well. There is a well established system in place which ensures that all children, including those with learning difficulties and/or disabilities and those learning English as an additional language are included well in the wide range of activities provided. Parents and carers are happy and confident about the quality of care and support their children receive as shown in one comment by a parent 'I am happy for my child to come here and my child looks forward to attending the nursery'. The club is very well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop the outdoor play area to provide opportunities for the children to undertake energetic physical activities
- provide the preschool age children with opportunities to make a positive contribution
- update policies to reflect current childcare legislation

The leadership and management of the early years provision

Leadership and management are good. Policies are accessible, but require revision to reflect current childcare practice and legislation. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children and keep them safe. Self evaluation is good and staff liaise well with external agencies for advice and support for addressing the range of children's

needs. Managers maintain positive partnerships with other local providers and the adjacent primary school in order to seek ideas on improving the quality of provision. All children, including those with learning difficulties and/or disabilities are fully included in the range of activities and use of equipment. The nursery is well resourced and makes effective use of the indoor accommodation to ensure children's access to a variety of learning activities and selection of resources which is promoting their learning and development well. Children use the indoor active play area for enjoyable football games and make imaginative use of a range of outdoor play equipment such as trikes and bikes.

Parents contribute valuable background information about their children on entry to the nursery which assists staff in addressing the individual needs of the children. They are regularly kept informed of the nursery's activities and their children's progress. Planning is detailed and covers the six areas of learning. Staff use information from their ongoing assessments of children well to plan a wide range of interesting activities that delight the children. For example, children take photographs of themselves during different activities and use the pictures as topics for discussion which helps the children to develop good communication skills. They take turns and cooperate well with each other and demonstrate positive social skills. Leaders have effectively addressed the issues identified during the previous inspection.

The quality and standards of the early years provision

Rainbow Day Nursery provides a wide range of interesting activities. All the children attending the setting including the babies, toddlers and the preschool age children enjoy and actively participate in the full range of activities provided. The babies are calm and have bonded well with staff which is demonstrated by some of the babies reaching out to staff for cuddles and prompts to be held. The resources and activities are clean, well maintained and are used well to care and promote the learning of the children. For example, there are soft comfortable toys and equipment that are suitable for younger babies and children which are used well to stimulate children's learning. Staff use the rooms imaginatively to make rooms stimulating and conducive to learning. They place high priority on promoting the safety and care of the children and supervise the children well during activities. The care and learning needs of the children are met well. Children respond well to the range of enjoyable activities on offer and interact well with each other. Subsequently, children are articulate and confident. They express themselves clearly and demonstrate increasing awareness of letters and sounds. For example, most of the pre-school age children are able to identify the letters and sounds of their names. They confidently engage in lively conversations with each other and even evaluate each other's performance during an exciting football game. One child stated 'that's better' when another kicked a ball towards the goal post. Opportunities for the pre-school age children to make positive contributions are insufficient given the confidence and independence level they demonstrate during the inspection.

Staff consistently manage children's behaviour well. As a result, behaviour is good. Children get on well with each other, cooperate well during group activities and

enjoy each others company. Children are able to sit calmly at the table and wait patiently whilst their meals are being served. Practical activities such as cooking chapatti bread and the subsequent tasting session make learning meaningful. They are learning the importance of information technology through regular games on the computer and taking photographs with a digital camera. A broad range of activities are planned which include opportunities for textural exploration through the creative use of paint and glitter which provide sensorial experiences for the children. The celebration of cultural activities such as Diwali and Chinese New Year helps the children to develop awareness of the variety of cultures represented in modern British society.

Children have continual access to clean drinking water and are provided with a healthy selection of fruit and milk during snack times and hot meals which include a variety of vegetables which promotes their health and well-being. They are developing awareness of the benefits of caring for their environment through their active involvement in clearing up after play sessions. Physical development is good and children undertake active ball games and use bikes, trikes with increasing confidence and control. The indoor learning environment is colourful, with attractive displays of children's work. Children have direct access to the safe, colourful and spacious enclosed active play area which is facilitating children's access to outdoor play provision. The spacious outdoor garden play provision is at the very early stages of development as the nursery has recently moved into the current premises.

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?	3
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