

Rainbow Nursery

Inspection report for early years provision

Unique reference number	127486
Inspection date	11/08/2009
Inspector	Lisa Toole
Setting address	St Marks Hall, Birling Road,, Tunbridge Wells, Kent, TN2 5LX
Telephone number	01892 516677
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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 1991 and operates from one large room in St Mark's Church Hall in Tunbridge Wells, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, all year round excluding bank holidays. Children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from two to under eight years on roll. Of these 25 children receive funding for nursery education. The nursery currently supports children with learning difficulties and children who speak English as an additional language.

The nursery employs 10 members of staff, including two of the owners, who work with the children. Of these, nine staff members hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery benefits from a dedicated team of experienced staff who are committed to improving the outcomes for children through self-evaluation and continuous improvement. A key strength of the nursery is how well children are able to make their own choices about what they do and play with, thereby promoting good levels of independence. The environment is safe, inviting and child friendly. All children are well cared for, in line with their specific individual needs. The sound provision for their learning and development enables them to make good progress towards the early learning goals of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop inclusive practice, including the support systems for children learning English as an additional language and how children learn about cultural diversity in the world around them
- review systems for emergency evacuation to ensure that all staff are aware of current procedures and to help children stay safe.

The leadership and management of the early years provision

The nursery team works well together, benefiting from strong, positive leadership. The management critically evaluates its provision and works hard to enhance the outcomes for each unique child by focusing on the priorities for improvement. As a result, they are able to demonstrate how they are raising children's achievements and opportunities. The staff demonstrate a secure knowledge and understanding

of their roles and responsibilities, in order to promote an inclusive environment where each child is safeguarded and has a stimulating, purposeful time. There is a weakness around emergency evacuation because not all staff have been told about the current practices and drills are not always practised at varying times of day in order to help all children learn how to stay safe. Staff are keen to develop their knowledge and skills, to benefit the nursery and children. They do so by attending short courses as well as undertaking further professional training to increase their level of qualification.

All of the required documentation, including policies and procedures are in place. The records such as the accident book, medication record and register of attendance are well maintained. Risk assessments are used effectively to safeguard children by reducing or eliminating hazards both inside the nursery and out in the garden. The physical learning environment is well organised; it is bright, colourful and provides children with plenty of space to move around and play freely and safely, both in and outdoors. Resources are plentiful and appropriate for the varying ages of children who attend the nursery. The effective layout of the nursery means children are able to engage in a number of activities, whilst also being able to rest and relax in the comfortable book corner.

There is a successful partnership with parents because staff value this right from the initial settling visits. Children have an individual key person, belong to a 'family group' and this creates a sense of belonging for children and their families. Staff make time to chat to parents on a daily basis, keeping them informed about their child's day, their general welfare and learning. Good written information is also provided for parents so they are aware of the curriculum and objectives of the nursery. The management are working with parents to forge links with other childcare providers that children attend. This supports the children's development towards the outcomes of Every Child Matters, including enjoying and achieving and making a positive contribution.

The quality and standards of the early years provision

A rich and varied environment supports the children's care, learning and developmental needs. Staff create a harmonious, warm and caring setting for every child. They do this by giving them the emotional support they need to feel secure and happy, as well as building positive relationships by listening to children and respecting what they have to say. Children are settled, motivated to learn and they behave very well. Every child is able to explore, experiment, be physically active and gain new skills because staff plan experiences that are tailored to their needs and interests. There is a fundamental structure to the day; children are also encouraged to be independent learners, who actively decide for themselves what to do and how to use resources. Staff understand how to support children's learning, carry out regular observations in order to assess and track their progress, identifying their interests and next steps for learning along the way. For example, one child spotted that one of the outdoor cars was dirty and so staff organised a play cleaning session in the afternoon, where children had great fun with bubbly water, sponges, cloths and brushes as they cleaned the outdoor play equipment. Children enjoy opportunities to problem solve, working out how to make the tower

they have built balance and stay upright; while other children use small spirit levels, observing how the bubble moves to check whether their wooden blocks are balanced. Outdoors children go on bug hunts, enabling them to learn about living things in the world around them, coming back indoors to draw pictures of what they have seen. Children learn about other cultures and the social world around them but they do not always have their first languages or cultural beliefs fully considered as part of the nursery planning and provision. This has some impact on how the nursery promotes inclusion.

Children are encouraged to be healthy because they are provided with a lovely range of snacks and meals which are nutritious and well balanced. Snacks include items such as hard boiled eggs, crumpets and fresh fruit, while hot lunch meals are prepared by an external catering company. The social aspects of snack and meal times are truly valued for their importance and these are a calm and harmonious time of day. Children sit in their family groups, with staff supporting them as they practise buttering their crumpets and pouring their milk or water to drink. They learn about the importance of good hygiene practices through positive role modelling by adults and clear guidance. Staff ensure the nursery is kept clean throughout the day, to reduce risks of cross infection; they keep parents informed of any illnesses going around through notices displayed on the door. Children begin to develop an understanding of keeping themselves safe through activities, story times and visits by the emergency services. They have worthwhile opportunities to learn skills for the future by using everyday technology, taking photographs of each other as they play and using simple programmable toys. Children show a keen attitude to do mark making and some are able to write their first name and small numbers.

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

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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