

Rainbow Nursery @ Little Forest Children's Centre

Inspection report for early years provision

Unique reference number	EY363173
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Inspector	Clementina Ogunsanwo
Setting address	Little Forest Childrens Centre, Friars Way, TUNBRIDGE WELLS, Kent, TN2 3UA
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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 was registered in 2007. It operates from a purpose built building in the Children's Centre in Tunbridge Wells, Kent. A maximum of 30 children may attend the setting, all of whom may be in the early years age range, at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area. Children come from the local and surrounding areas.

There are currently 55 children on roll, all of whom are within the early years age range. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are 10 members of staff who work with the children and nearly all have appropriate early years qualifications; two members of staff have a National Vocational Qualification (NVQ) at level 4 and two have a NVQ at level 3; three staff currently with a NVQ at level 2 are working towards a NVQ at level 3 and three staff are working towards a NVQ at level 2. The nursery liaises with the Children's Centre and the main school for the exchange of information which facilitates the care and education of the children. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is a ramp which facilitates wheelchair access for children who may require it.

Overall effectiveness of the early years provision

Overall the quality of Rainbow Nursery is good. Children's learning and development are being promoted well through the provision of a range of stimulating and interesting activities. All children, including those with learning difficulties and/or disabilities, are fully included in the range of activities. Parents and carers are confident about the quality of care and support their children receive. One commented, 'My child loves it here and has settled well from day one'. The nursery 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:

- improve planning and assessment systems by clearly specifying what children are to learn from activities, and then using assessments to show the progress they make towards achieving the early learning goals

The leadership and management of the early years provision

The staff team work well together to ensure both the learning and welfare needs of the children. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are good and risk assessments are carried out on a

regular basis to protect the children and keep them safe. Comprehensive vetting procedures ensure that staff are suitably qualified to work with the children. Self-evaluation is good and staff have good access to training programmes and support from external agencies, which assists them in improving the quality of provision. Staff work well together as a team, which facilitates consistency of approach in the care and education of the children. For example, there are well organised systems for checking the babies when they are sleeping to promote their safety and well-being. The nursery is well resourced and makes effective use of the indoor and outdoor accommodation to facilitate the wide range of children's fun learning activities. The enjoyable outdoor play sessions include opportunities for the children to build sandcastles, blow bubbles and 'mend' bikes. The staff's active engagement encourages the children's imaginative use of language. The nursery maintains positive links with parents, which enhance the continuity in children's learning. Parents contribute valuable background information about their children when they start the nursery and they contribute to ongoing assessments of their children's progress through regular progress reviews. Although the planning systems ensure that children have access to a diverse range of activities, what they are to learn through these activities is not consistently specified. This hampers opportunities to assess the rate of progress children have made. Staff have recently revised the children's assessment profile; however, this is at the early stages of implementation.

The quality and standards of the early years provision

Rainbow Nursery provides a wide range of purposeful activities. All the children attending the nursery, including the toddlers and the pre-school age children, enjoy and enthusiastically participate in, the full range of activities provided. The toddlers are happy and relaxed and have bonded well with staff. This is demonstrated well by some of the toddlers being quickly reassured in response to staff's cuddles and prompt attention. The resources and facilities are clean and well maintained, and are used well for promoting the care and learning of the children. For example, there are soft, comfortable toys and equipment that are age-appropriate for the younger children in particular. They are used well to stimulate their learning. The clearly designated learning areas and the well organised and accessible resources facilitate children's choices. Staff place high priority on promoting the safety and care of the children and supervise them well during activities. Children respond well to the range of enjoyable activities on offer and interact well with each other during tasks, such as construction activities to make 'flying bikes'. Staff successfully talk them through activities to help extend their skills and knowledge. For example, the older age children are able to accurately identify that, in their pictures, aeroplanes require doors and steps to allow passengers access. Consequently, children are articulate and confident. They express themselves clearly and talk with delight about their completed activities, such as their 'painted fence'. They confidently engage in lively conversations with each other, for example, during the well organised meal times. Children's health and well-being are promoted well through the provision of a healthy selection of fruit and vegetables and the consistent access to drinking water. Children's counting of the daily mealtime numbers provides a purposeful contribution to their mathematical development. Staff have high expectations of children's behaviour.

As a result, behaviour is good. Children get on well with each other, cooperate well during group activities and enjoy each others' company. They readily contribute to the preparation of resources and then help tidy up at the end. This illustrates their outstanding contribution to their own community. Celebration of Chinese New Year and exploration of different foods are helping children develop an awareness of other cultures and communities. Children are learning the importance of information technology, through taking photographs of the environment with a digital camera during their 'nature walk'. Purposeful discussions about road safety during their walk are helping to develop children's safety awareness. Children have direct access to the safe outdoor environment, which supports their play activities well. Physical development is good and children make imaginative use of a range of suitable outdoor equipment, such as slides, bikes and scooters, showing increasing confidence and control. The children are supported well throughout by enthusiastic staff and they are prepared well for their future learning.

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?	1
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