

Rainbow Nursery

Inspection report for early years provision

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Inspector Alison Weaver / Sue Taylor

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Rainbow Nursery opened in 1991 and is owned by East Sussex Hospitals NHS Trust for the sole use of its employees. Rainbow Nursery consists of the main nursery and an Early Years Unit. The main nursery has the sole use of the majority of the ground floor of a building in the grounds of the hospital in Eastbourne. They have use of playrooms, toilets, a laundry, an office, a kitchen and staff facilities. The Early Years Unit for children under two years of age is in a purpose built building adjacent to the main nursery. This unit has playrooms, a cot room, kitchen, toilet, a room for parents and a children's bathroom. The group opens five days a week all year round. Opening times are from 07.00 to 18.00. All children have access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children may attend at any one time, all of whom may be in the early years age range. There are currently 102 children on roll in the early years age range. The provision also offers care to children aged over five years to eight years. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities (SEND) and also supports children who speak English as an additional language.

The setting employs 18 staff. All of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development. Their welfare needs are met well as effective arrangements are in place to keep children safe and promote their well-being. Staff work extremely closely with parents and agencies to ensure that the care and education children receive gives them the best possible start in life. The leadership and management of the setting is strong and they are committed to continual improvement. They take systematic and appropriate steps to improve standards and develop the provision for children.

What steps need to be taken to improve provision further?

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

- ensure that learning priorities are identified for each child and used to inform future planning
- ensure that risk assessments cover anything with which a child comes into contact.

The effectiveness of leadership and management of the early years provision

Children are protected from unsuitable persons as the setting implements very thorough recruitment procedures. The management ensures that staff are suitably qualified and experienced. There are very clear procedures for safeguarding children and staff attend regular training to ensure they know how to protect children in their care. The setting is kept secure for the children with key codes used at all entrances. Safety is given high priority and potential hazards are minimised effectively. Records of risk assessments are in place but these are very brief and lack focus on hazards to the children. For children with physical disabilities a risk assessment is carried out to ensure that they can play safely and be fully included. All other required documentation is in place and generally well maintained.

There is a very extensive range of resources used by staff and children. These are added to as necessary, particularly if individual children need extra specialised equipment. Comfy seating in the Early Years Unit enables staff to snuggle up with the babies and build a strong emotional attachment. Staff are deployed extremely effectively so that they can give plenty of individual attention to children. The setting accesses support and advice from interagency teams for those children with additional needs. The grouping of children and use of the environment is excellent in supporting and meeting children's needs and interests. Information about a child's individual home background is used well by staff to help provide continuity of care and to respect the wishes of parents. Cultures and traditions are acknowledged and parents are encouraged to share their ways of life with all the children in order to develop positive attitudes to diversity.

Parents and carers are well informed about the setting and have access to all the policies and procedures. The excellent use of an induction with new parents enables key persons to ensure they are fully informed about every aspect of each individual child before they start attending the setting. This helps to ensure that children quickly settle and develop a strong sense of security and belonging. The special room in the Early Years Unit enables parents to take a break from their work so they can breast feed their baby in a calm, restful place and continue to bond with their child.

Ongoing communication is extremely well promoted as parents are fully involved in the two-way sharing of information about their child's learning and development. The 'Parents Voice' form is well used and gives very helpful feedback to the key persons about what the child is achieving at home. The views of parents are sought in open forums and questionnaires and any suggestions are taken on board. Partnerships with other providers and agencies are also developing extremely well. Effective links with other partners successfully ensures continuity and coherence for individual children's learning and development.

Leaders and managers encourage ongoing training to help keep staff up to date with childcare practices and develop their knowledge and skills. All staff have been involved in the evaluations and reviews of the setting. Their views are actively

sought and their input is valued. Staff show they are keen and committed to continual improvement. They talk about courses they have attended that have given them ideas that they put into place in the setting to make it a more stimulating environment for the children. Realistic and achievable development plans are put in place and actions are taken to improve outcomes for children. Some recent plans have focused on improving the outdoor area and the positive benefits of the actions taken can be seen in the way the children play excitedly outdoors.

The quality and standards of the early years provision and outcomes for children

Staff create a warm, caring and friendly environment for children. Effective communication with new parents enables staff to find out about children's routines, likes and development so that they can provide consistent care and help them feel secure. The use of specific cots and set areas for changing mats gives babies a sense of familiarity. The effective key person system ensures that each child settles well and forms a close relationship with a special adult. Staff get to know their key children well and this enables them to give each child the support they need and to help them achieve. They regularly observe and assess individual children's progress. Parents are encouraged to be involved in the formal learning records by sharing any achievements they have seen at home. Although individual learning priorities are identified for each child these are not always used effectively in the formal planning to help ensure that they reach their full potential. However, children do make very good progress towards the early learning goals.

Children are happy and well occupied in the setting. They build very good relationships with peers and play extremely well together. All children are valued and engage in activities where they learn to celebrate differences. They develop an excellent awareness of the need to respect each other as they talk about feelings and how they can use their hands to either hurt or care for each other. The exceptional practice of allowing older siblings to visit a younger child in the Early Years Unit gives the older child a strong sense of responsibility. It also helps the younger children feel safe and secure.

Children's independence is promoted very well as they help themselves from an excellent range of safe and suitable resources that are in easy reach. Children learn how to use tools and equipment safely and with skill. Older children explain how the wheel moves in the sand tray. Children have a wonderful time in the stimulating and safe outdoor learning environment. They have many fun opportunities to find out about the natural world, for example, with the bug hotel, digging areas and the secret garden. Babies show interest and curiosity as they play with jelly, gloop, mirrors and bubbles. All children are encouraged to use their senses to explore their world.

There is a wide variety of opportunities for children to make marks, for example, babies have fun using tools in the sand. Children like the different art and craft activities that are available. Staff actively encourage child initiated play and use children's ideas and interests in the planning of topics. Staff give children very

good support and interact effectively with them. They encourage counting and shape recognition in everyday routines and as children are playing. Staff are very skilled at using questioning to encourage children's communication skills. This results in children enthusiastically joining in at circle times and confidently sharing their ideas and thoughts.

The setting actively promotes healthy lifestyles with the children. The exceptional hygiene procedures ensure children stay clean and in good health. Children demonstrate an excellent understanding of the need for good personal hygiene as they spontaneously sing the hand washing song and talk about why they need to wash their hands. They play the hippo game where they demonstrate a clear understanding of what is good to eat and why. Children have easy access to drinking water so they can help themselves when they get thirsty. Children develop positive attitudes to taking part in exercise and physical play. Babies and toddlers are extremely content and settled as staff ensure their individual routines and emotional needs are consistently met well.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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