

Rainbow Nursery

Inspection report for early years provision

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Inspector Gulnaz Hassan

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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 was registered in 2004. The nursery is a privately owned, full day care provision situated in the London borough of Haringey. The setting operates from a church hall and consists of two play rooms, bathrooms, kitchen and office. There is access to an outdoor play area. The nursery is registered on the Early Years Register to care for 33 children from six months to the end of the early years age group. There are currently 30 children on roll. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery opens five days a week, all year round, from 8.00 am to 6.00 pm. Eight members of staff work with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive environment for all children and their families. Staff respect the uniqueness of each family and this is demonstrated through good partnerships which helps to promote positive outcomes for children. The staff organise the provision effectively, promoting children's welfare and learning through competent systems and procedures. The nursery shows good capacity for continual improvement, which is demonstrated through their reflective practice, which includes clear targets identified for improvement and clear evidence of action taken. In addition, previously set recommendations have been well met.

What steps need to be taken to improve provision further?

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

- develop the systems for planning to ensure that learning and teaching intentions are consistently identified to effectively support children's learning

The effectiveness of leadership and management of the early years provision

Children benefit from the care and experience of the well qualified and dedicated staff team. They are safeguarded because staff recruitment procedures are rigorous and include relevant checks, such as criminal record checks, references and policies about continued suitability. Staff have a good knowledge and understanding of child protection, and an in-depth safeguarding policy is in place to guide staff. Staff conduct rigorous daily and weekly risk assessments of all areas of the premises to minimise any potential hazards. All the policies and procedures are up to date and underpin the good practice carried out by staff. Staff are suitably deployed, working directly with children, and very good ratios mean that children are very well supported and attended to.

The pre-school promotes inclusive practice with all children having opportunities to play with the good selection of resources available. Planning and assessment reflects the uniqueness of children and takes into account their individual starting points. The setting reflects aspects of children's individual languages, for instance, in print to label familiar objects. This ensures that children and their families feel valued and their backgrounds and ethnicity respected.

Partnerships with parents and others is good. Parents are provided with good information about the Early Years Foundation Stage curriculum through monthly newsletters, displays of planning and children's work. Clear systems are in place for obtaining children's developmental starting points from parents and regular assessments made by staff are shared and discussed with parents. Parents are involved in their children's learning as staff suggest how themes and activities can be extended at home. Partnerships with others to benefit the children are good. Staff have established good links and systems of communication with other settings and outside agencies to meet the individual needs of the children in their care.

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

Children benefit from the staff team's confident knowledge and understanding of the Early Years Foundation Stage framework. Staff plan a broad range of interesting activities and experiences for children, this supports them to make good progress in their learning and development. Occasionally, minor inconsistencies in planning do not always clarify learning and teaching intentions to fully guide and support children's learning even further. However, activities and learning experiences are suitably differentiated to meet the individual needs of children. Children's progress is monitored effectively through regular observations and assessments of their achievements and development. This information is used successfully in planning to inform the next steps in children's learning.

An inclusive service is provided by the nursery. Displays and resources reflect the wider community. Adults support children and provide an enabling learning environment where children can access all equipment easily, for instance, sand and water trays are placed at floor level to enable babies to access these materials easily. Children confidently select from the activities and resources available which are well labelled and presented to children. Interpreting and translation services are available to parents to further ensure a fully inclusive service and to ensure effective communication and partnerships.

Children are confident and self-motivated and are developing skills for the future. They have conversations with visitors and are able to say what they like about attending the nursery. They find out about how things work by using laptops, musical instruments and building with construction toys. Older children are competent at identifying letters and shapes drawn in sand and are beginning to form recognisable letters. Children use their imagination as they play in the role play area and home corner.

Children's early learning experiences are positive in a safe, secure and caring nursery. This helps them to develop skills for their future learning and education. They have very good relationships with the staff and have made friends at the nursery. They remind each other about rules, such as sharing, and they begin to understand and value their differences. For instance, they are aware about the needs of children new to their setting and those who cannot yet communicate in English. Children practise good hygiene habits which are instilled into their daily routines along with the emphasis on promoting healthy diets. Children are encouraged by the staff to play safely, to take turns on favourite equipment, and learning experiences include road safety. Children's behaviour is very good and staff support them to work cooperatively and use praise and encouragement to help develop children's self-esteem.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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