

# Happy Rainbows Nursery

Inspection report for early years provision

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**Unique reference number**

EY392641

**Inspection date**

02/12/2009

**Inspector**

Patricia Webb

**Setting address**

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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).

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## Description of the setting

Happy Rainbows Nursery has been registered since 2009. It operates from a single storey building sited in Coseley, between the towns of Dudley and Wolverhampton in the West Midlands. The care is laid out over two main rooms with a fully enclosed outdoor play area. The nursery is open each weekday from 8.00am to 6.00pm, all year round.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 34 children on roll from birth to under five years of age, some of whom attend part time. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

There are 10 members of staff, eight of whom hold relevant qualifications including Level 3 and 4 in early years care, learning and development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The owner and staff work cohesively to provide an environment where each child is respected and valued as a unique person and their individual needs are wholly met. Staff have a sound knowledge and understanding of implementing the Early Years Foundation Stage (EYFS) effectively and with intuition, having high expectations of what and how children learn and develop. This means that each child takes an active role in their progress, developing positive attitudes to honing skills for the future. The owner and staff are committed to continuously improving the nursery although the recording of some parental consents are not clearly in place and the risk assessments are not fully effective in logging some hazards in the outdoor play area.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical treatment or advice (Safeguarding and promoting children's welfare). 21/12/2009

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

- update the safeguarding policy ensuring reference to the Local Safeguarding Children Board (LSCB) procedures
- review the risk assessments to ensure that they cover anything with which a child may come into contact, specifically the tripping hazards in the outdoor

- play area
- review the self-evaluation process to encourage a whole setting approach using views and opinions gained from children, parents and staff in order to drive continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

The safeguarding of children is robust and the procedures are clearly understood by the staff who are fully vetted and their suitability ensured through rigorous selection processes. The procedures for child protection are in line with Local Safeguarding Children Board guidance but this is not clearly reflected in the policy for parents hindering how they can be fully informed of the processes employed in such a situation. Staff attend additional training to keep their knowledge in this area up-to-date. Appropriate risk assessments and daily checks are conducted to minimise hazards to children and staff are diligent in pointing out hazards to children and encouraging them to take care. They engage them in discussion and offer clear explanations, for example, reminding them to take care when passing near to the swings. However the risk assessment does not always cover everything a child may come into contact with such as the potential tripping hazard posed by the weed repellent matting erupting from the bark chippings and the rolled pieces of rubber soft-play surface.

The owner and staff team demonstrate an enthusiasm for their work with a clear commitment to reviewing and improving practice to enhance children's experiences and maximise their learning and development. Highly effective attention is given to reviewing the layout of each care base and making improvements such as the screening off of the nappy changing area and the provision of comfy areas where children can choose to settle for quieter activities as they wish. The owner is working systematically to prioritise areas for improvement and has started the process of evaluating the quality of the provision. This process has not yet expanded to seek and act upon views and opinions of others involved in the setting such as the parents and the children. Staff are becoming actively involved in this as they reflect upon their own strengths and areas for further development to identify training needs and improve outcomes for the children. The documentation for the efficient and safe management of the setting is in place although the record of parental consent for seeking emergency medical treatment is not clearly sought or recorded. This is a legal requirement as the current consent refers mainly to staff administering first aid and does not fully explain the possible need to seek further treatment should a child suffer a serious accident or illness whilst in the care of the provision.

Staff have a good understanding of issues related to equality and diversity, as they provide a service that is wholly inclusive for all children and their families. Detailed information is sought from parents regarding their child's routine, care needs and particular preferences and interests, all of which are recorded and acted upon by the staff in a consistent way. Resources are used very effectively to support children's learning and development as they visit local venues and community resources such as the local park, shops and the library, extending an awareness of

their community. The strong and highly respectful relationships fostered with parents form the basis of effective exchange of information about each child. Parents speak highly of the new owner and the staff in being very approachable as they feel that each child is unique and that key persons take time to discuss individual children's progress showing that they have an innate sense of their child's character. Parents and carers are invited to share their professions, job roles and personal interests in order to actively involve them in their children's progress. The partnerships with other professionals involved in some children's development are very effective in offering consistency and promoting continuous progression.

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

Using their knowledge of each child's starting points and abilities, staff plan a broad range of experiences and activities to ensure that each child is able to make strong and enjoyable progress in all aspects of their development and learning. This is reflected in each child's manner as they settle easily in each care base, relating very positively to their key worker and other staff. Children confidently seek out familiar friendly staff for support, cuddles and involvement in their play. Staff are enthusiastic in their approach and interaction with the children with some staff demonstrating an innate sense of exactly how children learn and make progress. Comments from toddlers and older children are noted and used to inform the planning of next steps such as developing an activity about identifying where some animals come from around the world following a question from a child regarding the origins and habitats of woolly mammoths. This concept is developing over a range of activities, acknowledging the differing levels of understanding of the children and catering very carefully for children who are achieving highly and making great strides in their learning. They are using world map and atlases to discover various countries in relation to Great Britain and this is being expanded to reflect family and cultural backgrounds, plotting where some children's families originate and where children take their holidays. Where children benefit from additional personalised support, staff involve parents and other professionals in ensuring that the environment is safe and suitable and that the child's individual needs are holistically met. Staff have not yet fully explored ways of gaining the voice of the child in evaluating how they feel about the nursery although the use of various ways of observing and assessing children is giving some insight into how children use the various areas.

Babies enjoy warm and close contact with staff, enjoying cuddles at their instigation and settle for stories and songs eagerly. A small group delights in joining in with the actions of 'Row, row, row your boat' and all celebrate when a baby utters some key words from the song for the first time. They develop a sense of their own selves as they crawl and toddle to safety mirrors, patting their reflections and showing a puzzled expression at being able to see people who are behind them in the mirror. Staff chatter and sing with the babies and toddlers, aware of such activities helping to develop early communication as well as using smiles and facial expressions. Children jump with delighted surprise during a game of peep-po and crawl eagerly through the tent to locate their peers. Older children

manage much of their own learning due to enthusiastic and skilled staff who know how to build upon interests and engage the children excitedly. Effective questioning is skilfully used to extend children and encourage the development of critical thinking. For example, when playing outside children decide to search for wood lice and worms and the member of staff asks them to consider where they might find these insects. They discuss this with each other and recall how the last time, some were found under the mat at the bottom of the slide, delighting in their success when they find them.

They develop a vivid imagination through using resources that are made readily accessible. A recent discussion between some children resulted in them setting up their own cinema, arranging the seating, choosing the DVD and having some popcorn. Such was the depth of their play that one parent believed the children had actually visited the cinema when her child related the activity. Great use is made of books and posters around the setting to raise children's understanding of the wealth of learning available in the written word. Different languages are used and this is supported with the additional use of pictures to explain and demonstrate routines, various resources and areas within the setting. This enables all children to be included and informed about what goes on in their nursery and make choices about their activity. Overall behaviour is very positive in the nursery as children form strong relationships with each other and with the adults. Older children are offered consistent boundaries and expectations in order for them to feel secure and confident. Babies and young toddlers are supported sensitively in becoming aware of the needs of others as well as their own.

Tucking in to healthy and nutritious meals, the children are supported in developing social skills and dexterity in using utensils and cutlery carefully. Staff have a sound knowledge of child development and offer appropriate resources to promote self feeding for babies and enabling older children to cut up pieces of meat and vegetables for themselves. The children know what sort of ingredients constitute a healthy tasty dinner, naming the various vegetables, meat and not forgetting the gravy. Dietary needs are discussed with parents, recorded and carefully adhered to, ensuring children's continued good health. Older children fully understand the hygiene routines followed to reduce the spread of infection, with some chatting about using gel because they have heard about the swine flu.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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