

Rainbow Childcare Centre

Inspection report for early years provision

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EY397764

Inspection date

10/12/2009

Inspector

Sue Taylor

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rainbow Childcare Centre nursery is run by East Sussex County Council and has links with the Sidley Children's Centre in Bexhill. It has been registered with the current owners since 2009 and is situated just off the main road through Sidley village centre at the rear of the community centre. The nursery is open each weekday from 8am to 6pm for a minimum of 48 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 38 children, aged from birth to under eight years, may attend at any one time and there are currently 77 children on roll. All children share access to a secure enclosed outdoor play area. The nursery is also registered on the compulsory part of the Childcare Register, although not currently taking children for this age range.

The nursery currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 10 permanent members of staff, two bank staff and a member of staff who has Qualified Teacher Status. All hold appropriate early years qualifications to at least NVQ level 2 and one member of staff has achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Communication is effective throughout the staff team. Most of the required documentation is in place and shared appropriately. There is a clear vision of future improvements and a good awareness of the nursery strengths. The enthusiasm of the staff helps create an achieving environment where children want to take part and learn.

What steps need to be taken to improve provision further?

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

- ensure the written policies for safeguarding children and the complaints procedure are accessible to all, including parents (safeguarding and welfare) (also applies to the compulsory part of the Childcare Register).
- 11/12/2009

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

- consider how confidential some children's details are in the play areas

The effectiveness of leadership and management of the early years provision

The staff are confident in their knowledge and awareness of child protection. This ensures children's welfare concerns are responded to appropriately. The policy is being reviewed, along with others such as the complaints procedure, to ensure they meet current practices and guidelines. There is a policy file easily available to parents in the entrance area. However, it does not contain a safeguarding policy or the complaints procedures. As a result, parents are not fully informed of the nursery practices and this is in breach of an Early Years Foundation Stage (EYFS) requirement. The risk assessment record is in place, with details displayed around the nursery. The thorough recruitment process ensures the suitability of staff, who all have valid Criminal Records Bureau (CRB) checks. Detailed development plans are in place and relate directly to plans for improvement, linking to the draft copy of Ofsted's self-evaluation form.

All required records are in place and used to ensure children's ongoing individual needs are met. Total confidentiality is not always met, with the occasional individual child's development details clearly visible for all to see. With each child being valued and respected as an individual, the staff, particularly the child's key person, knows them extremely well. The planning takes account of the children's own needs, interests and wishes. Alongside this, the key persons effectively ensure that they cater for individual children's next steps in their learning and development. Careful monitoring ensures there are no gaps across the six areas of learning, as children make excellent progress towards the early learning goals. Varied initiatives, devised by the staff, promote secure inclusion for all children. For example, they invite parents in to share information about their own culture or to read to the children in different languages. Sensitive planning and organisation, ensuring that they avoid stereotyping by talking to parents, ensures that the environment and resources are available for all children.

The security of the nursery is very good, with children and parents greeted warmly as they arrive. The layout of the nursery ensures the older children are able to access the toilets as they need and promotes free flow to the outdoor play area. The babies and toddlers have opportunities throughout the day for outdoor play, with some free-flow choice that maintains their safety. The outdoor area is exciting to the children and provides excellent play opportunities such as building brick towers, water painting or playing in the peeping den that the children created themselves. In addition, there are quieter activities under the covered area such as mark making or reading. Resources in the rooms are stored at child level enabling them to make safe choices about their play. Clear photo labelling allows preschool children to know what is in the cupboards, inviting use. The information and communications technology (ICT) resources area is less accessible although children can ask to use it and it is used regularly throughout the day. To further encourage children to use the resources, photos are available that enable all children to make a choice. Interesting nursery-made books, which are available to the children, show how some play areas or activities develop through listening to children. Children learn about the wider world and how they can help save resources. For example, there is a water butt, children save unwanted food for the

compost or take trips to the recycling centre.

Good relationships develop with parents and these help promote discussions that help support the child. Parents are welcomed into the nursery rooms to settle their children and support the preschool child with self-registration. Their child's learning journey is available at any time and parents are encouraged to contribute. To aid this are the 'Wow vouchers', where parents write about something they have noted about their child at home, that are included in the learning journey record. For children who may also attend other EYFS providers, the staff liaise with these settings to promote continuity of learning and care, sharing relevant detail.

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

A happy buzz of chatter and low-level noise is evident across the nursery as children are confident in making choices about their play from the very easily accessible resources. The excellent support from the staff team help children to become independent and active learners. The effective planning system gives children interesting opportunities to develop and be challenged in their learning. Often a planned activity is continued and extended by the children. Children's individual next steps are identified from the observations made by the staff who ensure they are followed up and evaluated. Parent's contributions are valued and included, helping give a useful overall picture of the child as an individual. The organisation of the day is arranged to include the needs and wishes of the children. For example, the babies may have home routines to follow for sleeps and feeds or the toddlers may be toilet training. The older children decide when they want their snack and help prepare this. Children bring packed lunches and with the nursery encouraging healthy eating, balanced and nutritious meals are provided for breakfast and tea. Children's awareness of personal hygiene develops as they wash their hands after messy play or before eating, with little promoting for the older children. All children are supported in gaining a sense of belonging and this in turn develops a positive sense of well-being.

The attractive and welcoming nursery rooms lead onto the safe and secure outdoor area. Throughout the day, there are times when a child chooses whether they want to play outside or not. Some times are planned for children's safety, for example times when only the babies go out. The outdoor area is available all year round with Wellington boots and wet weather wear available. All children have immense fun outside with excellent support from the staff, with activities and resources available for children's own choices or planned to support their learning. For example, young toddlers water paint the walls or use the varied sized balls to develop physical skills such as, one child excitedly deciding to use a skittle as a stick to knock a ball to a member of staff, who follows his lead. A small group of older children build a brick tower to see how high they can get; support from a member of staff enables them to climb to check if they can reach the area's cover.

Excellent questioning by the staff enables children to develop their thinking and language skills as they problem solve. The warm and caring relationships staff have with the children is a reason why all children are very relaxed, settled and

content. Children's creative development is recognised as important. For example, the babies explore and investigate a wide range of items such as shells, pinecones and different materials or help create a group picture using glue and glitter. The toddlers decorate old CD discs without staff interference, to be hung in the garden. The older children have ready access to an extremely well equipped art and craft trolley. A display of art shows that their own work is valued. Children's behaviour is excellent and they develop good relationships with other children. For example, sharing out the play dough when another child joins the table. Overall, the children are extremely well supported in developing skills for the future.

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	1
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (providing information to parents). 11/12/2009