

Rainbow Nursery School

Inspection report for early years provision

Unique reference number

EY337854

Inspection date

20/01/2010

Inspector

Amanda Shedden

Setting address

Memorial Hall, High Cross, Froxfield, PETERSFIELD,
Hampshire, GU32 1EB

Telephone number

07881 947367

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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 Nursery School is a privately owned pre-school. It opened under new ownership in 2006 and has use of rooms in the George V memorial Hall in the Froxfield area of Hampshire. The pre-school is registered on the Early Years Register for 26 children. It opens from 9am to 12pm on Tuesdays and Thursdays and 9am to 3pm on Mondays, Wednesdays and Fridays during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 20 children on roll, of these, 18 children receive funding for nursery education. Children come from a wide catchment area and are able to attend for a variety of sessions. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs five members of staff. All but one member of staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving an excellent standard of care and education. All the staff are fully aware of the early learning goals and they strive to ensure that children learn through their play. This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities. All the staff meet regularly to discuss and evaluate the provision in order to plan for the future development of the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems to further incorporate parents comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded; all staff understand the procedure to follow if they had concerns about a child. Risk assessments are in place and used effectively to ensure that all areas the children use are safe inside and outside the building. Good recruitment procedures are in place ensuring that only staff that are suitable to work with children are appointed. All members of staff have a suitable first aid certificate ensuring that if a child were to have an accident they would be

treated immediately and correctly. All necessary documentation is in place and kept to a high standard and understood by staff to further promote children's welfare.

All of the staff meet regularly to contribute to the monitoring of the provision and action plans are put in place and acted upon for the benefit of the children. For instance they are in the process of changing the children's mealtime mats, which will encourage the children's reading skills and ensure that staff have a constant reminder if a child has an allergy. Staff contribute to their appraisals which help identify any practice issues or training needs. Staff regularly undertake training to keep their skills and knowledge up to date. This is a fully inclusive setting where all children are welcomed and their differences acknowledged.

Children enjoy an extensive and stimulating range of resources that are displayed to encourage children to self select. The room has been arranged into areas to support children's learning. There are posters and displays of the children's work making the room attractive and giving them a sense of belonging. In addition to the garden the children frequently make use of the adjacent playground and field, where they engage in a wide range of imaginary games as well as examining nature through the changing seasons.

Partnership with parents, carers and others involved with the children are excellent. The effective partnership with other early years providers and local schools ensure there is a two way communication to support the children both in the early years and as they move on to school. Parents are fully aware of the experiences their children are having each day. Regular newsletters, posters and daily verbal communication between the staff and parents ensure that they are kept fully informed. They are aware of the observations kept on their child and are invited in regularly to discuss their child's progress. However, the discussion about their child's individual next steps are limited. Parents have seen the progression their children have made and are very supportive of the nursery and staff.

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

Children thrive in the stimulating relaxed environment that has been created for them by the experienced motivated and enthusiastic staff. There is an excellent balance between adult and child led activities. All staff contribute to the planning. They use observations made on the children and evaluation of previous activities to ensure that they have met the children's needs, enabling them to move forward in their learning. The skilled practitioners respond to the children's interests in a positive manner, at all times supporting children to learn through their play.

The children are extremely confident. They are interested and motivated by the activities that are on offer. They extend games for themselves, for instance, whilst playing with the dinosaurs they made a bridge out of chairs for the animals to walk on across to the sand pit, making animal noises as they went. Using reference books they looked up names of the dinosaurs they didn't know, with the help of a member of staff.

Children enjoy choosing books to read from the attractive book corner. They act out stories and change them to suit the moment. For example, when outside in the field they 'ride' on the dragon using their imagination with the branches of the fallen tree. They then went on a 'Dragon Hunt' repeating the sounds from a familiar book. The staff extended their imagination; children had great fun when a member of staff became a sad dragon who didn't want to be followed. Another member of staff walked with the children sneaking up behind the dragon silently, then gave him cuddles, stimulating conversations about feelings and how to make someone feel better.

Children are introduced to problem solving and mathematical language through routine and planned activities. The staff consistently ask the children open ended questions, encouraging them to think for themselves and contribute to their own knowledge. Whilst making a car track, that turns the cars upside down and round again, the children worked together extremely well, cooperating and turn taking. Staff asked good quality questions and talked about size and height with the children, encouraging them to problem solve by putting it at different heights until it worked.

Children learn about the wider world through a range of stimulating and interesting activities. They are using a story book which has resources from around the world. Staff have used the book to stimulate a range of activities by getting some of the resources mentioned in it, such as: a sun, a bicycle wheel and different fruits which the children placed on the interest table. The children recreated part of the story by helping to make a coconut shy; writing and sticking numbers on the coconuts, then having great fun trying to knock them over with a ball. They used pictures in the book to support children in learning to draw wheels, by looking closely at the picture and trying to recreate it on paper. Children looked at the globe and identified where the different countries from the book are, stimulating lots of good quality conversations about the different countries.

Children feel extremely safe and relaxed in the nursery. They are confident and competent and are able to communicate their thoughts and feelings knowing that the staff will respond positively to them. They use the resources safely and are comfortable in changing the use of some, for instance, chairs to make a bridge. They know the routine for going out into the field, waiting for staff to check that it is safe. They practise the evacuation procedure regularly ensuring they would know what to do if an evacuation was necessary.

They are aware of health lifestyles, they: go outside each day engaging in a range of physical activities; know to wash their hands at appropriate times and are independent in their self care skills, for instance, blowing their own nose and disposing of the tissue themselves; have access to regular drinks; and help themselves to a range of healthy snacks.

Children develop extremely positive behaviour patterns. They are caring of each other enabling them to have good relationships. For example, a child dropped a tin of stones and other children immediately came over to help pick them up. The staff are good role models supporting the children in their manners, sharing and

being considerate to each other.

The excellent team work of the staff, their knowledge of the children, their commitment to the children and their sense of fun ensure that the children are happy, motivated, feel secure and make excellent progress towards the early learning goals.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

