

# Rainbow Kindergarten Barton

Inspection report for early years provision

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**Unique reference number**

EY290503

**Inspection date**

28/07/2010

**Inspector**

Jackie Phillips

**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 Kindergarten Barton registered under new and current ownership in 2004. It is a privately owned nursery, located in a residential area of Barton-upon-Humber, North Lincolnshire. The nursery serves the childcare needs of the local and wider community. It operates from within an extended, detached property. There is one main ground-floor playroom for older children and there are three rooms on the first floor available for babies and children under the age of three years to use. Kitchen, utility, office/staff room, a nappy changing area and toilet facilities are also available. There is an enclosed outdoor play area to the rear of the property. Opening hours are 7.30am until 6pm, Monday to Friday all year round, apart from public holidays and a week at Christmas.

The nursery is registered to provide full day care for 43 children aged under eight years, nine of whom may be under the age of two. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Some children attend before school and during school holiday periods. Currently there are 67 children on roll, 62 of whom are within the early years age group. Children with special educational needs and those for whom English is an additional language are welcomed and supported. There are 14 staff employed at the nursery, all of whom hold a recognised childcare qualification. In addition, there is a staff member who works on a casual basis when needed and a cook who provides children's snacks and meals. The nursery receives the support of the local authority and has achieved stage one of the authority's quality assurance scheme, Steps to Quality.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well supported in this safe and welcoming setting to make good progress towards the early learning goals. Careful tracking and monitoring of children's progress enables staff to tailor learning experiences to suit the needs of each individual child. Well established partnerships exist between parents, outside agencies and other settings which children attend. Self-evaluation procedures and a strong commitment to improve, have benefitted the setting overall. Recent developments, particularly since the last inspection, have contributed considerably to implement change to staff's working practices and make improvements to support children's learning and development.

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

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

- develop further the outdoor learning environment for all children
- promote further the good health of children by consistently implementing effective hand washing routines, particularly following nasal care.

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

Staff understand their responsibility to keep children safe. Checks are carried out on all adults to make sure there are no reasons why they should not be employed or have close contact with children. Routine risk assessments ensure the premises are safe and free from hazards. Staff are vigilant about maintaining adequate ratios of adults to children, enhanced by the effective use of walkie-talkies to promptly request assistance when necessary. Children are developing a sense of how to stay safe and feel secure, particularly through effective use of the key worker system. Safeguarding regulations are met and staff receive training to ensure they have the skills and expertise required to protect children.

Improvements made to the routine, which include providing good access between indoor and outdoor spaces, result in children being actively engaged and involved in their learning. For example, focused areas for learning are in place and the majority of toys and resources are easily available to children. All children, but predominantly those over the age of three, have good access to the outdoor learning environment. Recently acquired furniture and resources complement the indoor area, although some areas and resources look 'tired' and very well used. The setting demonstrates a commitment to sustainability. For instance, recognising the importance of recycling resources and asking parents for their contributions. Future plans are purposeful and relevant to making a positive impact on the provision and improving outcomes for children.

Partnership working is valued holistically. For example, staff are very keen to work with professional agencies to develop their professional working practices and enable children to achieve their full potential. Parents are kept well informed, are made welcome at the setting and asked to contribute to decision making. There are clear and accessible channels for parents and carers to communicate with the setting. Effective procedures are established to observe, assess and plan for children's learning. A varied range of activities is provided, based on children's individual interests or learning needs and include those which are led by children or adult-initiated. Staff recognise and respond to different groups of children that have additional requirements to enable them to learn and make progress. For instance, children who use English as an additional language and those who benefit by working closely with an adult or within a small group.

The staff work well together and demonstrate a strong team spirit in finding ways in which to promote better outcomes for children. They are proud of developments made since the last inspection and have worked very hard to address all areas raised for improvement. They know children well, and warm and caring relationships are evident. Staff show a commitment to meeting the individual needs of children and work closely with others to ensure children achieve, enjoy and succeed.

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

Children throughout the setting are very settled and engaged in their play. They develop good relationships with their key persons who are familiar with their individual needs and unique characteristics. Children enjoy their learning and willingly take part in activities. They benefit because staff have grown in confidence and the ability to make changes to working practices. For instance, children's behaviour has significantly improved because they are well supported to be more involved, take on small tasks of responsibility, have their ideas considered and be enabled to become increasingly independent. Older children in particular are eager to be chosen as one of the daily 'helping hands'. Children receive lots of praise and encouragement from staff to develop their social skills and good behaviour. The use of a timer to help children understand how to share resources by having an equal amount of time each is a great success and recognised as a fair option when more than one child wants a particular toy or piece of equipment.

Children develop good communication skills as staff spend much of their time playing with them. They enjoy stories and listen attentively as staff read books with expression and interest, inviting children to share their thoughts and get involved. They respond well to instruction and also to open-ended questions frequently asked by staff. They are able to be creative using a range of materials and natural resources. Children enjoy outdoor play and experience, for example, using a variety of mobile toys, imaginary role play, sand and water, planting seeds and digging. Children have been successful at growing tomatoes, garlic and radishes. On occasions they are taken for walks to places of interest within the local and surrounding community. Progress in communication, literacy, numeracy and skills relating to information and communication technology is good.

Babies show an interest in their surroundings and enjoy the low climbing apparatus placed in one corner of their playroom. Staff have created interesting areas for babies to use and investigate. For example, the black and white area and use of lilac as a predominant colour to calm and soothe babies in the cosy book corner. Toddler age children transfer between two rooms, each used for specific purposes. Small groups of children are rotated between the two on a regular basis, but this limits somewhat independent choice and decision making.

The range of freshly produced meals and snacks provided for children include healthy options. Older children are actively involved at mealtimes, for example, serving themselves, pouring drinks or helping to set the table. They get involved in personal care routines, such as hand washing and are reminded about wiping noses. However, although hand wipes and gel are provided, children and staff are not always observed to cleanse their hands thoroughly afterwards, helping to reduce the potential spread of infection. Children learn about the world around them through toys, resources and seeing pictures of positive images displayed attractively around the setting.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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