

# ABC Rainbow Day Nurseries Ltd

Inspection report for early years provision

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**Unique reference number** 119519  
**Inspection date** 03/06/2010  
**Inspector** Suzanne Joyce Stedman

**Setting address** 303 Southbourne Grove, Westcliff-on-Sea, Essex, SS0 0AL

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

ABC Rainbow Day Nursery is one of two privately owned nurseries run by ABC Rainbow Nurseries Limited. It opened in 1990 and operates from two linked houses in Westcliff-on-Sea. The accommodation comprises of base rooms for all ages and includes a music room, art room and soft playroom . A maximum of 60 children may attend the nursery at any one time. The setting opens on five days a week all year round, with the exception of Bank Holidays and one week over Christmas. Session times are Mondays to Fridays from 7:00am until 7:00pm. All children share access to an enclosed outdoor play area which includes a large outside and inside sand pit, vegetable patch, sensory garden and mud patch.

There are currently 74 children from birth to five years on roll. Of these, 25 children receive funding for nursery education. Children from the local community and surrounding areas attend for a variety of sessions. The nursery has experience of supporting children with special educational needs and/or disabilities and children who have English an additional language.

The nursery employs 18 staff. Of these, all hold appropriate early years qualifications. The setting receives support from the local authority, the Pre-school Learning Alliance (PSLA) and the National Day Nursery Association (NDNA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This childcare facility has developed an exceptional understanding of the individual needs of the children in their care, this enables them to support their learning and development exceedingly well. Children's safety and security is given a high priority inside and outside the premises, with a dedicated member of staff opening the door at all times and all visitors are asked to sign a visitor's book. This ensures that learning opportunities take place in very safe, well risk assessed environment. First-rate partnerships with parents and carers ensure that the needs of each child are remarkably well met. This supports children to make excellent progress within the Early Years Foundation Stage. Systems for self-evaluation fully ensure that priorities for development are identified.

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

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

- ensure children's assessment records clearly identify their next steps.
- develop pre reading skills by labeling activities inside and out, such as, dressing up clothes and vegetable patch.

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

The manager and staff are all superbly motivated and continually developing the nurseries exceptionally high standard of childcare and education. The provision has outstanding policies and procedures which supports the settings excellent practices. These are all shared with parents and carers to ensure they are well informed. All staff are extremely committed to working in partnership with parents and carers as they understand the importance and benefits of partnership working. Parents have many opportunities and are encouraged to contribute and support their children's learning such as being part of the parent's forum.

The professional, friendly, approachable key workers and staff are on hand daily to give verbal feedback. In addition, parents can view their children's learning journey and are asked to contribute by adding children's achievements that are met outside the nursery. Excellent strategies are in place to encourage parental involvement to support their children's learning at home and at the initial assessment process. There are parental questionnaires which parents are asked to complete.

Rigorous procedures are in place for recruitment, induction, appraisals and training. All staff have appropriate childcare training varying from Level 2 to Level 6. The commitment and experience of the staff ensures that children are cared for and educated by a dedicated group who continually strive for excellence. A robust, informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Excellent security such as staff monitoring exists, a visitor's book and visitor's induction ensures children's safety is paramount. Comprehensive risk assessments are regularly completed to ensure the environment and activities, both indoors and outdoors remain safe for children. Children are secure within their environment and are learning about keeping themselves safe, they are able to assess risks for themselves and have excellent opportunities for challenge. For example, when children find items, such as logs, too heavy they problem solve and roll the logs.

Continual evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Emphasis and consideration is given to the views of the children, parents and staff to ensure an outstanding quality service is provided. Children and staff review activities to improve or expand on existing good practices. Activities are adapted to meet the unique child's needs and help them reach their learning goals by enjoying learning both inside and outside the premises such as, finding number and letters hidden on large stones and logs. This demonstrates the staff's commitment to evaluation and a child-centred approach.

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

Children are able to play and learn in a bright child-friendly and welcoming inside and outside environment. The manager and staff have an excellent understanding of child development and how children learn. Children are provided with an exceptional range of play and learning opportunities and staff allow the children to self-select activities to support the children's interests. The nursery is developing specialist teachers for activities, such as, art, music and outside adventures. Children enjoy activities inside, such as, using the computer, construction toys and drawing, self-selecting items from the art station. Outside activities, such as, the open and enclosed sand pit, sensory garden, vegetable patch and mud patch for digging, which was designed after children said they wanted somewhere to dig. They were also asked what they would like in their new garden and they said they wanted a house with a balcony which was purchased for them. The children are provided with small clip boards which they all enjoy using and are excellent for mark-making.

Children work comparably in groups recognising numbers and letters hidden on the underneath of logs and stones. They have excellent opportunities to play with siblings and younger children in the stupendous outside area blowing bubbles and watching them drift on the breeze. Children confidently ask staff for help if required. They are respectful of the toys and happily tidy away after activities and before lunch and snack time. As a result, children are happy and enthusiastic to learn.

The manager and staff are extremely committed to provide a fun, happy environment for the children and are attentive, respectful and listen to the children. As a result, children are very confident and are developing good self-esteem. The excellent processes in place ensure assessment, observation and planning for the next steps is appropriate. However, these need to be further developed in the learning journeys. Excellent strategies are in place to involve parents with and support their children's learning. Parents are provided with a prospectus, notice board and regular newsletters informing them of the activities and terms themes.

Children play in a bright, stimulating and very child-orientated environment. All areas of the setting are inviting and child-friendly. Excellent opportunities are available to the children outdoors as they enjoy the large garden and help plant, tend and harvest plants, such as, tomatoes, beetroot and strawberries. They have great fun searching for bugs and squeal with delight when they find wood lice. Excellent opportunities are available to the children to explore within the outdoor environment and cover all six areas of learning; however, more labelling to develop pre-reading skills is desirable.

Children's health and welfare is very well promoted. They are able to access drinking water throughout the day and enjoy a selection of tasty nutritious snacks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share lunch, such as, a variety of sandwiches and salad,

pouring their own drinks to promote independence.

All equipment is of good quality and well maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy and calm atmosphere throughout the sessions. Children are able to learn about and celebrate some different cultures and are currently following the world cup, with their own world cup football, games arranged for them to participate in and plans for making flags for each of the countries playing in the tournament. This enables the children to have an understanding of the world around them and embrace differences. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful towards the children. As a result, children's behaviour is excellent.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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### Outcomes for children in the Early Years Foundation Stage

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

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