

Rainbows Nursery

Inspection report for early years provision

Unique reference number EY405374
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Inspector Sally Ann Smith

Setting address Greysbrooke Cp School, Barnes Road, Shenstone,
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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.

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Description of the setting

Rainbows Nursery re-registered under new ownership in 2010. It is privately owned and managed. The nursery operates from a purpose built mobile classroom, and associated facilities within the grounds of Greysbrooke County Primary School. There is a secure enclosed outdoor play area.

The setting is open five days a week for 39 weeks of the year. Sessions are from 9:00am to 3:00pm. The nursery is registered to care for a maximum of 24 children at any one time. There are 45 children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs six members of staff to work with the children, all of whom hold an appropriate early years qualification. The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language. There is suitable access to the premises for people with disabilities. The provision is a member of a recognised childcare organisation and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have a thorough and robust knowledge of the Early Years Foundation Stage and as a result, consistently meet children's needs exceptionally well. Excellent relationships are established with parents and carers and other early years settings to ensure continuity of care and learning so that children's social, emotional and educational needs are successfully met. Children make rapid progress in all areas of learning. Very effective systems are in place to monitor, evaluate and target specific areas for improvement through collaborative working with parents and staff.

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 increase resources from a variety of cultures to stimulate new ideas and different ways of thinking.

The effectiveness of leadership and management of the early years provision

Staff's knowledge of safeguarding is comprehensive and they fully understand their responsibility in protecting children. They have a thorough awareness of the signs and symptoms of potential signs of abuse and the importance of reporting

concerns without delay in order to ensure they safeguard and promote children's welfare. All staff have an enhanced Criminal Records Bureau disclosure to ensure that they are suitable to have regular contact with children. Systems are in place to monitor visitors to the setting and ensure that relevant identification is produced before being permitted entry. Policies and procedures are robust to ensure children's welfare is promoted and these are shared with parents. Risk assessments are comprehensive and effectively implemented by staff who are very proactive in taking appropriate action to ensure that any potential hazards are minimised, ensuring children's safety at all times. All necessary consents are obtained regarding children's care.

The manager is enthusiastic and has a clear sense of purpose, fully embracing shared thinking between staff, parents and children. She has a 'hands on' role and evaluates staff practice daily through observations. Staff are valued and included and therefore work together cohesively for the benefit of all children in their care. They provide a stimulating environment where children can thrive. They work effectively as a team and are fully aware of targets for future development. Staff are appropriately trained, skilled and share knowledge and best practice which is used very effectively in promoting children's welfare and supporting their development. Training is successfully cascaded to all staff in the setting to ensure consistency. Practice is regularly evaluated to ensure that staff are focused on meeting the needs of all children. They recognise the importance of continuous improvement and the impact this has for children's learning and development. Staff deploy themselves well and support children effectively so that each child makes good progress towards the early learning goals. Resources are easily accessible so that children can select these independently and initiate their own play if they choose. Staff are also very responsive to any suggestions made by children and parents regarding activities and themes. They are committed to ensuring that children are provided with rich and varied experiences to enhance their overall development.

Staff work exceptionally well with parents and carers in order to support children and meet their individual needs. Communication with parents about all aspects of children's care, learning and development is a key strength of the nursery. Staff are very proactive in ensuring that they obtain as much information from parents as possible and recognise them as being crucial to their child's education. Meetings are held to fully inform parents of the Early Years Foundation Stage and the areas of learning. Excellent advice is given to support parents in extending and consolidating children's learning whilst at home. For example, a range of activities are suggested to develop early mark making and writing skills. Parents are regularly consulted through a variety of channels and their views are welcomed. Information is shared regarding children's development profiles and they are made available at all times for parents and children's perusal. In addition, notice boards, newsletters and questionnaires provide further opportunities for a two-way exchange of information. Staff recognise that parents are often very busy and information can be missed. As a result, they are creative in their thinking to ensure parents are regularly updated and use a text message system to keep all parents informed at any time. Parents speak highly of the nursery and the loving, caring and stimulating environment that it provides.

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

Staff's knowledge and understanding of the Early Years Foundation Stage is excellent and they provide a wealth of opportunities for children to play and learn. Each child is assigned a key person who recognises and values the uniqueness of each child and plan for their learning accordingly. They closely observe children in consultation with the child's parents to ensure that planning encompasses their learning styles and preferences, adapting resources and the environment accordingly so that all children are fully supported. Staff establish children's starting points through discussions with their parents and build on this knowledge. They also listen very carefully to children's and parent's ideas and incorporate these into daily play. For example, the role play area continually evolves in response to children's interests. This results in children being provided with a rich and varied curriculum to fully promote their overall development. Staff regularly undertake both planned and spontaneous observations to assess children's progress and plan a range of activities to meet individual children's needs. This information is recorded in detailed development profiles. These are easily accessible for parents and children alike, and children in particular take great delight in looking at these. Children participate in all activities enthusiastically and with great enjoyment.

Routines are very well organised in order to maximise children's play and limit interruption. For example, children can choose when they wish to eat their snack rather than have to eat this at a designated time. This enables children to follow their play through to its natural conclusion. Children learn to think and understand for themselves, inspired by clever use of 'open ended' questioning by staff. Staff observe routines and the layout of the room closely to ensure that children make effective use of all areas and identify any improvements that can be made. For example, the book area has been significantly improved to make it comfortable and welcoming. A member of staff modelled appropriate behaviour as an adult-focused activity, sitting with a teddy looking at a book. When children asked what she was doing they were told that they must be quiet because she and teddy were looking at a book together. Children have now taken this on board, regularly accessing books and sitting quietly with their teddies and snuggling up in blankets should they choose. Staff look at ways in which to encourage mark-making, particularly with boys and provide jumbo pens depicting super heroes. In addition decorator's paint brushes, rollers and sticks to make mud pies further help to develop writing skills. Children play with a variety of resources and read books that reflect cultural diversity, peoples' differences and disability positively. A child picks up a doll with one leg and says to a member of staff, 'this doll has only got one leg'. The member of staff replies, 'her name is Sophie and she was born with one leg'. 'Cool' responds the child and carries on playing. Children correspond with a South African nursery and learn about similarities and differences. Photos are displayed at their level. The setting continues to build on, and develop resources to positively promote diversity.

Children are provided with healthy snacks and also help to prepare and grow some of their food. After a discussion about bees, children make honey sandwiches.

Physical exercise is a regular feature and children are keen to participate in the range of activities available. Children discuss why their heart is beating faster and why they might feel hot and sweaty. They use stethoscopes to compare the heart rate of someone who has been active compared to someone sitting and reading a book. Often activities evolve through children's interests, for example, they draw around themselves and then talk about external and internal body parts and organs. They discuss that food goes down 'pipes' and that the body uses up all the good parts and the waste comes out as 'poo'. 'Mini mambos' regularly visits the nursery to promote music and dance. They explore a theme such as the circus and children move like the different characters, for example a strong man, different animals or a clown.

Children behave exceedingly well and staff implement behaviour management strategies consistently so that children are aware of boundaries. Children all play together very well showing care and consideration to each other. They play and learn in a vibrant, stimulating environment that fully promotes all areas of their learning.

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

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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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met