

# Rainbow Day Nursery

Inspection report for early years provision

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**Unique reference number** 253819  
**Inspection date** 23/07/2010  
**Inspector** Jackie Nation

**Setting address** Rainbow Nursery, Stream Road, STOURBRIDGE, West  
Midlands, DY8 5QU

**Telephone number** 01384 401112

**Email**

**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

Rainbow Day Nursery was registered in 1991 and was taken over by new management in 2009. It operates from a two storey, detached premises located in the grounds of the old Wordsley Hospital near Stourbridge, West Midlands. Younger children are cared for on the ground floor in three playrooms and older children are cared for on the first floor in three playrooms. The premises are easily accessible. All children share access to a secure outdoor play areas. The setting serves children in the local community and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 50 children at any one time. Currently, there are 99 children on roll, all of whom are within the early years age range. The setting is open 50 weeks of the year from 7.00am until 6.00pm. Children attend for a variety of sessions. The setting receives funding for nursery education. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 14 members of staff, including three ancillary staff. All staff hold appropriate early years qualifications. A member of staff has a qualification to degree level and attained Early Years Practitioner Status, and two staff are currently undertaking degree level courses. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly and caring nursery where they make good progress towards the early learning goals. Good partnerships with parents and carers are in place to ensure that information regarding children's welfare is shared and children's individual needs are met well. The setting recognises the uniqueness of each child and highly effectively links with other professionals promotes inclusive practice. Practitioners work well together as a team and are committed about providing quality care and learning experiences for all children. The manager is aware of the strengths of the setting, and plans for the future are developing well through the use of self-evaluation. Consequently, their capacity to maintain ongoing continuous improvement is very good.

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

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

- update the risk assessment of the premises, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident

- improve further the use of assessments to plan for the next steps in children's learning and development
- develop further the systems to involve parents in practical ways to support their child's learning and development and their involvement in the self-evaluation process.

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

Arrangements for safeguarding children are robust, carefully managed, and understood by those who work with the children. Comprehensive policies and procedures ensure that children are protected and well supported. All practitioners are well deployed to support children's learning and welfare. Robust steps are taken to safeguard children, including vetting and induction procedures for all the adults who work with the children. Children play in a safe environment and risk assessments are recorded for the premises and the outdoor area. However, some of the required information is not included in the records, such as, when it was carried out, by whom, date of review and any action taken following a review or incident, to fully ensure children's safety. Effective leadership and teamwork ensures the setting runs smoothly on a day-to-day basis. Good attention is given to supporting practitioner's professional development with ongoing opportunities to take part in training.

The environment is very welcoming and conducive for learning. Good attention is given to purchasing suitable, good quality equipment and resources which is used well to support children's learning and development across all areas of learning. Children relish being active and are provided with frequent opportunities to play outdoors. Babies and younger children have their own outdoor area and they benefit from this. They show pleasure when exploring toys and the wider environment, and babies delight in being able to crawl around the garden and pull themselves to a standing position to play in the sand tray. Older children move around their own outdoor area with great confidence and engage in a wide range of learning and fun experiences.

Partnership with parents is good. Information gathered at the admission stage and settling in procedures ensures that practitioners have a good knowledge of each child's background and needs. Parents are kept well informed about their child's care and achievements through daily conversations, written feedback, newsletters and a comprehensive induction pack. However, there is further scope for improving the systems in place to involve parents in practical ways to support their child's learning and development at home. Feedback from parents and carers is positive and they recognise what the setting achieves for their children.

There is a common sense of purpose between practitioners who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Inclusive practice is well considered and the setting have established highly effective partnership with interagency teams to ensure that each child gets the additional support they need as early as possible. Good links with other providers of the Early Years Foundation Stage helps to ensure children's

smooth transition into school, and information relevant to children's learning and development is exchanged.

The owner/manager is confident about what the setting needs to do to improve further and has been successful in making and sustaining improvements. She is motivated to seek further improvement and is effective in focusing the settings efforts on priorities. Self-evaluation is effective in identifying strengths and weaknesses of the provision and the setting makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they have improved outcomes for children, raised children's achievement and made improvements to the provision. However, the current system does not take into account the views of children or parents.

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

Children are eager to attend this welcoming and lively nursery where they make good progress towards the early learning goals in all aspects of their learning and development. Practitioners have a good understanding of the Early Years Foundation Stage and how children learn. Children have good relationships with practitioners; they offer their ideas and respond to challenges with great enthusiasm. They show good levels of independence, curiosity, imagination and concentration. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. As a result, they are becoming active, curious and inquisitive learners. Practitioners demonstrate they are aware of how to extend children's learning and plan further activities built on children's interests and needs. However, it is not always clear in some planning documents how the observations are used to plan the next steps in individual children's learning and development. Children's progress is reflected in an individual learning journey folder which is a delightful record of children enjoyment and achievement. These are accessible to parent's at all times and shared at parents' evenings.

Children's early reading and writing skills are promoted well through meaningful, practical experiences. They develop a love of books, enjoy singing rhymes and action songs. There are good opportunities for all children to develop their mark-making skills, older children like to practise writing their name and talk with confidence about the first letter of their name. Babies indicate that they need help or want something, through signs, gestures and words and practitioners respond swiftly to meet their needs. Children are encouraged to play imaginatively and use resources creatively, for example, children use cardboard boxes, tubes, paint and tissue to design and create a large model of a giraffe. They persevere well to complete the activity and are very proud of their achievement. Children like to make up their own games, for example, while playing outdoors, the climbing frame becomes a pirate ship and small logs are used to make a cake with strawberries on the top. Their independence is fostered well and they show good levels of self-esteem and confidence. Older children are encouraged to develop their basic skills through everyday routines, for example, they tidy up their own plates and cutlery after lunch. All children including babies confidently explore their surrounding. Babies are content and cared for in a calm and welcoming space where they

actively explore a wide range of natural resources, push button toys and creative activities with curiosity and confidence. Resources in all areas of the nursery are easily accessible giving all children the opportunity to select toys and resources and develop their own play.

Children engage in a wide range of physical activities, both indoors and outdoors, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. The outdoor area is used to its full potential and children explore the properties of sand, practise their balancing skills and enjoy listening to music and playing musical instruments. Children's knowledge and understanding of the wider world is supported as they take part in planned activities about different festivals and special days. They talk about special events in their own lives and also play with a range of resources that help their developing awareness of a diverse society. Children have been involved in planting vegetables and herbs which they have helped to care for and prepare before eating. Children's understanding of numbers and mathematical concepts is developing well. Children count, sort, compare and match by colour, shape and size through play. Older children demonstrate good computer skills as they competently use the mouse and respond to instructions while using suitable fun and educational programmes. Younger children and babies like to stack blocks, play with shape sorters and complete inset puzzles.

All children show a very strong sense of security and feel safe within the setting. Older children show that they feel safe and share their thoughts and feelings openly with practitioners. Babies and younger children have well-established routines and show through their body language that they are happy, safe and secure, for example, after a feed and or when they being rocked to sleep. Children show a willingness to keep themselves and others safe through their good behaviour. Gentle reminders from practitioners help children develop a sense of right and wrong, for example, they are encouraged to share, take turns and be kind to each other. Practitioners are positive role models to children, they talk to children respectfully, and are polite and caring. Good quality interaction and well organised routines help babies and very young children to become secure and confident. They develop confidence in exploring their surrounding and enjoy finding out what they can do. All children show a good understanding of the importance of following good personal hygiene routines. They develop an understanding of healthy eating through discussions, and they make healthy choices at snack and meal times. Drinks are accessible to children and this helps to keep children hydrated throughout the day. All children, including babies make good progress in their learning in relation to their capabilities and starting points. They make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	1
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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

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