



Rainbow Nursery

Inspection report for early years provision

Unique Reference Number	224176
Inspection date	23 February 2006
Inspector	Kathryn Mary Harding
Setting Address	Shrewsbury Family Centre, Richmond House, Harlescott Grange, SHREWSBURY, Shropshire, SY1 3QG
Telephone number	01743 461860
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Registered person	Catherine Jones
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rainbow Nursery opened in 1993. It operates from three rooms in a multi-use building and is situated in the Harlescott Grange area of Shrewsbury. The setting serves the local area.

There are currently 27 children from 2 to 5 years on roll. This includes nine funded three-year-olds and three funded four-year-olds.

Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00 on a Tuesday, Wednesday and Thursday and from 13:30 until 16:00 on a Monday and Friday.

Nine staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm clean setting where they learn the importance of good personal hygiene and personal care through the daily routines. The children discuss germs and the importance of hand washing before eating.

Children begin to understand the benefits of a healthy diet. They are offered healthy and nutritious snacks such as fruit and vegetables. Parents are encouraged to provide healthy lunch boxes for children at lunch club and staff reward children with stars for eating pieces of fruit and vegetables. Posters about healthy alternatives to items, such as white bread are displayed, so promoting children's good health. Children are offered regular drinks such as milk and water. However drinks are not available at all times throughout the session, so children are unable to meet their own needs when they become thirsty.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help children develop control of their bodies, for example children can develop their skills of throwing and catching. Children can access a wide range of equipment such as construction sets, play dough and scissors to help develop their fine control skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff provide a welcoming and stimulating environment for children and parents. Children are cared for in rooms where daily risk assessments are undertaken of the indoor and outdoor areas to help keep children safe. Most safety precautions such as socket covers and high handles on doors are in place to help keep children safe, but there is a possible hazard from children taking art work home in plastic bags.

During the session children independently select activities from a wide range of good quality toys and equipment, which meet safety standards. Some resources are organised in open shelf storage that is at child height to encourage children's

independent access.

Children learn how to keep themselves safe as they talk about the dangers of speaking to strangers and about road safety when on local outings. Staff have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good knowledge of child protection procedures in line with Area Child Protection Committee procedures and all staff have attended a workshop on child protection matters.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled within the nursery. Staff are very aware of the individual needs of the children and offer a high level of support and assistance to them during the sessions making them feel valued. Children enjoy their time in the nursery and develop caring and co-operative relationships with staff and each other. They achieve well because staff use their understanding of early years guidance, such as 'Birth to three matters' and the 'Curriculum guidance for the foundation stage', to plan and provide good quality care and education.

Staff adapt activities such as craft activities to promote younger children's learning. Children play happily together and concentrate for sustained periods of time when building a village and take turns when using the paint rollers. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Children work well together when they play with the construction sets.

Nursery Education.

The quality of teaching and learning is good.

Children are interested in what they are doing and staff support them where necessary in their play, making children feel valued. Staff are sensitive to children's interests and use questions very successfully to challenge children's thinking, language skills and extend their learning.

Children access a good range of well-chosen resources which support their development across all areas of learning. They behave very well, with staff continually praising and encouraging them, so enhancing their self-esteem.

Children are confident to try new experiences, eager to learn and self assured in their play. However there are few opportunities for self-initiated play as children mainly choose from a range of resources put out by staff. As a result children's independence is not fully promoted.

Children listen well to stories, become involved in them and staff relay stories in a lively way, so encouraging and motivating the children's interest in books. A well-labelled environment and the use of children's name cards encourages the children to recognise print. Children access a writing area where they learn to mark-make for a purpose.

Children gain confidence in using numbers during the daily routines and respond to challenges to extend their mathematical vocabulary and skills in planned and spontaneous opportunities. They play matching games so encouraging their matching skills and sing number rhymes to learn about simple number problems.

Children gain knowledge of the world around them and of time and place through a variety of activities. They look at the weather and talk about the snow outside. They look at how things work as they talk about the laptop not being plugged in. To gain an awareness of others they look at different festivals, go on local outings and have visitors such as the librarian into the setting. They explore, predict and investigate how vegetables grow.

Children's large scale movement skills develop and improve through a wide variety of experiences, including activities to develop skills of throwing and catching. They move confidently around the indoor and outdoor area and access a wide range of activities to develop their fine control skills including construction sets and small world figures.

Children explore using their senses, different textures and materials when making their snowman picture. They play imaginatively in the role play area and pretend the doll is poorly and give her an injection. They sing their favourite nursery rhymes as they pretend to ride on the coach to Wales.

Systems are in place, such as individual education plans to care for children with special educational needs.

Overall, children make good progress in all areas of learning.

This is recorded in children's work and written detailed observations which link very well to the stepping stones and into planning the next steps in children's learning.

Helping children make a positive contribution

The provision is outstanding.

Children are valued, listened to and respected as individuals. Their awareness of diversity and understanding of others is extended as the nursery have a wide range of activities and resources to positively reflect diversity. Children look at different festivals such as Chinese New Year and take part in activities linked in with the festival such as food tasting. They learn about their local community and the wider world as they put together food boxes for older people and Christmas boxes for disadvantaged children.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning.

Staff have an extremely calm and consistent approach to managing children's behaviour. As a result children behave very well and understand what is expected of them, so they know they have to take turns with the toys and resources. Good behaviour is encouraged as the staff give lots of praise and encouragement to the

children for their efforts. At snack time good manners are encouraged and kindness and respect is promoted so children relate well to each other and learn to have consideration for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is outstanding. This superb partnership with staff, parents and external agencies ensures all work together in numerous ways to meet each child's needs and ensure their protection. Staff undertake home visits prior to the child starting in the setting and parents and children are invited to a welcome session. Staff offer to accompany parents to meet with other professionals when needed and will support parents in the home if there is a particular problem, such as behaviour and produce relevant handouts to support them. Parents are invited to social events such as outings and an informative notice board relays important information to parents about the care of their child. Parents are also invited to open days and meetings with staff to discuss their child's achievements. Children's learning is enhanced, for example, by them taking library books home to share with parents. Questionnaires are sent out to parents so staff welcome and value parental comments. Training on subjects such as equal opportunities is offered by staff for parents to ensure consistency of care.

Organisation

The organisation is good.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care.

Leadership and management of the setting is good. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. A handbook for staff on how the nursery operates is available ensuring that all staff are consistent in their approach. Staff work very well together as a team to promote children's health, enjoyment and achievement. They attend regular training so demonstrating a commitment to developing their practice.

Processes for monitoring and evaluating children's progress are good and ensure that they consistently receive good quality care and that nursery education meets each child's individual needs. For example, staff meet regularly to assess planned activities and review their suitability in terms of enabling individual children to progress. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the nursery agreed to put a sick children policy in place, to safely monitor access to the setting and ensure that the outdoor area is made safe. The nursery have put into place a sick children policy, so helping prevent the spread of infection. The outdoor area is now securely fenced off and access to the setting is now closely monitored, so helping keep children safe.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that drinking water is available at all times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further opportunities for children to take part in self-initiated play.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk