



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127485

DfES Number:

INSPECTION DETAILS

Inspection Date 16/12/2002
Inspector Name Lesley Anne Cannon

SETTING DETAILS

Setting Name Rainbow Day Nursery
Setting Address Westgate Primary School
Dartford
Kent
DA1 2LP

REGISTERED PROVIDER DETAILS

Name Mrs Karen Springhall

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting
The nursery have sole use of the premises that consists of the central building which houses the office, kitchen, baby room and toddler room. The upper building is for children aged 3 & 4 yrs, with a staff room available. The lower building is used for the after school club and holiday playscheme. The nursery is open Monday -Friday, 6.45am to 6pm, and are registered to take 168 children. Within the 3 & 4 year olds they have 1 child who has been identified as special needs and 2 children who have English as an additional language. The majority of the staff are qualified or are studying to gain a qualification. The staff also operate a key worker system which enables them to work closely with the parents. Staff are supported by an EYDCP advisory teacher.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rainbow Day Nursery provides a caring environment where children make reasonable progress in their development, although there are some significant weaknesses in the delivery of the early education. A variety of play and learning opportunities enable children to make progress, but this is limited by a lack of effective planning and understanding. The quality of teaching is generally good in the areas of creative and physical development. There are some significant weaknesses in other areas of the curriculum, although a new system for recording and assessing children's progress is improving staff understanding of their development. Staff working with 3 and 4 year olds need to use their assessment records to identify what children need to learn next. Children have a variety of play opportunities to progress their development but staff do not use everyday routines and events, for example: dressing for outdoor play and mealtimes, to develop and reinforce their learning. Opportunities for conversation and learning during mealtimes and some activities are not often instigated by staff, 3 year olds are not encouraged to talk during meals. Staff plan and deliver a variety of activities during organised play but often fail to take spontaneous opportunities to extend children's learning. There are no children with special educational needs at the Nursery, but 2 staff are training and confident about identifying and supporting children with special needs. There are effective strategies for working with children with special needs. Leadership and management are satisfactory and good in some areas but there are also some significant weaknesses. A variety of information is available to parents: on notice boards, newsletters, policies and consultations. Parents are encouraged to share information about children but there is no formal system for them towards assessments. Managers do not evaluate or review practice or planning.

What is being done well?

Children are very well behaved and some children are very good at interacting and negotiating as well as being confident speakers. Staff make a variety of play and learning opportunities available to all children, inside and outside. The leadership and management provides good support structures for staff who work directly with children. Staff provide a welcoming and caring environment for parents and children and share information with parents. The notice boards and welcome packs are attractive and informative. Parents expressed their satisfaction with the service received from the nursery and staff

What needs to be improved?

The interaction between staff and children during daily routines and activities to help children extend their understanding of language, communication and mathematics. Planning for the next steps using information from assessments of children's development. Knowledge and understanding of the early learning goals and

stepping stones so that these can be implemented more effectively. The opportunities children have to explore ideas through play and activities.

What has improved since the last inspection?

Staff have organised activities in the pre school room so that children have choices and a variety of opportunities to participate in activities linked to the 6 areas of learning. There are frequent and regular opportunities for outdoor play, musical and creative activities. Staff have introduced more opportunities for children to experience books and stories. Circle time has been introduced for children to extend their communication skills. Time spent watching television is limited to prevent boredom.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in this area has some significant weaknesses. Children are not always involved in learning about self care or encouraged sufficiently in their independence: for example, 3 year olds are not encouraged to assist in routines. Children's learning is limited by a lack of conversation about everyday events: for example, the need for warmth.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Significant Weaknesses
Children's progress in communication, language and literacy has some significant weaknesses. They can express ideas and discuss activities which they engage in but lack of challenge and well organised resources in some activities limited children's learning.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's mathematical development has some significant weaknesses. Staff supported individual learning during organised activities but there was little spontaneous extension during practical activities: for example, on shapes, sizes, and patterns in craft activities.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Significant Weaknesses
Children's knowledge and understanding of the world has some significant weaknesses. Children enjoy learning about cultures and beliefs through a variety of activities, but staff do not always provide appropriate opportunities to extend children's learning.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in their physical development. They enjoy using the outdoor area to play and are developing well in their ability to use small tools and large equipment.	
CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in the area of creative development. Staff offer a variety of opportunities to experience sound, songs music and movement and stories they encourage creative development by providing good guidance and support.	
Children's spiritual, moral, social, and cultural development is	Y

fostered appropriately:	
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OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT

Use daily routines and activities to help children extend their understanding of language, communication and mathematics. Use information and assessments to plan what children need to do next. Develop staff knowledge and understanding of the early learning goals and stepping stones. Plan and deliver more opportunities for children to explore ideas through play and activities.