



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402033

DfES Number: 510960

### INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Julie Ann Birkett

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	ABC Rainbow Day Nurseries Ltd
Setting Address	40 Eastwood Road Rayleigh Essex SS6 7JQ

### REGISTERED PROVIDER DETAILS

Name	ABC Rainbow Day Nurseries Limited 03722306
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### ORGANISATION DETAILS

Name	ABC Rainbow Day Nurseries Limited
Address	40 Eastwood Road Rayleigh Essex SS6 7JQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

ABC Rainbow Day Nurseries Ltd (Rayleigh) opened in 1984 and is one of two of nurseries owned by Myra Argentieri. It operates from four rooms in a two storey converted house in the centre of Rayleigh.

A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 07:00 to 19:00 for 51 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 92 children from 0 to 5 years on roll. Of these 33 receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a small number of children who have English as an additional language.

The nursery employs 17 staff. Thirteen staff, including the manager hold appropriate early years qualifications.

### How good is the Day Care?

ABC Rainbow Day Nurseries Ltd (Rayleigh) provides good daycare.

The nursery is well organised. The comprehensive operational plan provides clear aims and objectives for the efficient running of the nursery. There is an excellent team of staff and their commitment to ongoing training, to ensure high standards are maintained, is commendable. The premises offer a welcoming and comfortable environment where children are secure and settled. Rooms are arranged by age and ability and organised to meet the needs of the children in them. Toys, equipment and resources are of good quality and used effectively to ensure that children have a busy, exciting day and enjoy their play and learning.

Documentation is in very good order. Thorough health and safety assessments and procedures are in place. Staff implement these with vigilance to promote the safety and wellbeing of the children. There is an ethos of inclusion of all children and there

are appropriate support systems in place.

Staff plan and provide a broad range of activities across the nursery but as yet, not all staff have a sound knowledge of the 'Birth to Three Matters' framework which provides support and guidance for planning for this age range. Children are eager to participate in the wealth of activities and experiences available. Staff support the children's learning by being actively involved with them and encouraging speech and conversation. Staff are warm and caring and develop strong relationships with the children. Staff promote good behaviour in the children through meaningful praise and encouragement.

Partnership with parents is very good. Parents receive quality information about the group and are regularly updated through newsletters and the notice boards. Daily communication between staff and parents ensures that parents are well informed about their children. Parents meetings are also held and parents are able to attend in house training offered on such topics as behaviour management.

#### **What has improved since the last inspection?**

There were no areas for improvement identified at the previous National Standards inspection.

#### **What is being done well?**

- The quality of staff interaction with the children is very good. Staff are warm, caring and sensitive to the children's needs. Children settle into nursery life quickly and develop good relationships with the staff. Children are confident, secure and happy.
- Staff promote the children's language skills from a very early age through everyday conversations and activities for example singing and sharing books. As a consequence children's language develops well and they become confident speakers and use a wide range of vocabulary.
- Staff use meaningful praise and encouragement to develop the children's self esteem and good behaviour. Children learn how to work co-operatively together, understand the feelings of others and to be polite and helpful.
- Staff plan and provide a broad and balanced range of activities and experiences for the children to promote learning in all areas. The daily basic, core provision ensures that children can revisit, consolidate and progress their learning. Other activities, or presentation of basic ones in different ways, provide challenge and stimulation to promote further learning.
- Staff are vigilant about the security and safety of the children at all times. This enables children to play and learn freely in an environment where risks are minimised.

#### **What needs to be improved?**

- staff's awareness of the 'Birth to Three Matters' framework

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	continue to develop staff's awareness of the 'Birth to Three Matters' framework, which provides support and guidance for staff working with children from birth to three years.

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

### How effective is the nursery education?

The provision for nursery education at ABC Rainbow Nursery is of high quality. Children make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage of learning and use this to plan an effective curriculum, particularly for the inside environment. They use both planned and spontaneous events to provide purposeful learning opportunities for the children. Staff support and guide children's learning through meaningful conversation and practical examples. They introduce new ideas and concepts at an appropriate level to enable the children to understand and successfully participate in activities and experiences.

Staff make regular observations of the children and record their progress against the stepping stones of learning. They use this information when planning the next steps for individual children. Children are engrossed in their play and learning because they are interested and challenged. Staff and children have a good rapport and work together in good humour. Children's behaviour is excellent in response to the consistent and caring management by staff.

Leadership and management is very good. The management team demonstrate a thorough understanding of it's responsibilities. They meet regularly to identify and act upon any identified areas for improvement. Staff feel well supported and valued in their roles.

The partnership with parents is very good. Home and setting links are initially formed for many families through children's attendance in other parts of the nursery. Good relationships are continued in the pre-school room and parents are valued and made welcome. Parents are provided with information about the Foundation Stage and planning is displayed. Newsletters include the next topics so that parents can support children at home. Children's development records are sent home each term and parents are able to contribute to these.

### What is being done well?

- The planning and delivery of the indoor curriculum is very good. It ensures that children are provided with a very broad and balanced range of activities and experiences. Staff plan for the short term to ensure that children's current needs can be addressed, but also, to allow time to research and provide a good range of supporting resources and materials to captivate children's interests and progress their learning.
- The programme for communication, language and literacy particularly is very strong. Staff provide a text and language rich environment where children are encouraged to talk, listen and contribute both verbally and by recording ideas

and feelings.

- Staff have excellent questioning skills. They encourage children to listen, think, suggest and predict. As a consequence the children are confident and eager to contribute to discussions and ask their own questions about what, how, when and why.
- Staff provide meaningful and varied opportunities for children to found about the diverse and wide world in which they live. Children learn through practical and often first hand experiences about other cultures and beliefs and subsequently our differences and similarities.
- Staff work hard at providing a changing but constantly bright and stimulating environment for the children to investigate and explore. Children are motivated by the interesting things around them.

#### **What needs to be improved?**

- There are no key issues to report.

#### **What has improved since the last inspection?**

At the last education inspection there was one issue raised.

The nursery have made very good progress in adapting the previous record keeping of children's attainment and progress to identify more clearly the children's progress. All observations are dated and included in the child's file to ensure that this information can be easily accessed when planning for the child's next steps. The staff have developed an effective cycle of observation and planning to ensure that children build on their current knowledge and skills and continue to make progress. Parents are provided with the regular opportunity to contribute, in a formal way, to this assessment when records are sent home each term. The effectiveness of this system can be measured in the very good progress the children are making towards the early goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled. They are eager to join activities and remain interested and motivated. They concentrate well and take pride in finishing a task, for example, making a panda picture. They share and take turns and are polite and helpful. They show good independence skills when washing hands or managing coats. They form good relationships with their peers and work and play amicably together. They develop a good sense of themselves as part of a community and the wider world.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and express their ideas as they play talking about past, present and future events in their lives. They use newly introduced vocabulary appropriately in their play. They listen well and respond to songs and stories with enjoyment. They choose books and understand that books can be used to locate information and for pleasure. They practice their emergent writing when making menus or writing names on their work. They understand that the written word has meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence. They learn to recognise and name numerals when they use number fans or look at the date. They begin to represent number by using their fingers, making marks and when making graphs or charts. They match, sort, compare size and can order and sequence. They explore weight and volume in the sand and water. They learn about shape both in 2 and 3D. Children begin to solve number problems when they sing number rhymes or work out that there are not enough chairs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate a wide range of natural and man made objects for example interesting artefacts to support the Chinese New Year topic. They ask questions about how things work and why things happen. They comment on change when talking about the weather and growing up. They design and build during craft activities and with construction kits. They use simple tools safely and to good effect. They use technology equipment such as tape machines, calculators and are proficient on the computer.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children learn about being and staying healthy through daily routines and planned topics. They develop a good sense of space indoors and outdoors. They show good body control when they balance along beams, throw and catch balls and use hoops to roll and jump into. They work together on a large scale when controlling a ball on the parachute. They have access to large equipment to develop climbing skills. They have very good hand eye coordination when threading, using scissors and pencils.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children show good imaginative skills as they prepare and serve pretend food in the restaurant. They take part in drama and role play activities. They explore a range of materials to paint, draw and make models and collages. They join in with singing and remember a range of songs and rhymes. They have access to instruments to experiment with sounds and listen to different types of music. They use all their senses, for example when they take part in food tasting and exploring the interest table.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## WHAT THE SETTING NEEDS TO DO NEXT

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues to report, but consideration should be given to improving the following:
- planning to show how the outside play area can be included more in the curriculum as an 'outdoor classroom' to further support children's development and learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*