



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY221842

DfES Number: 584219

### INSPECTION DETAILS

Inspection Date 21/01/2004  
Inspector Name Joanne Graham

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rainbow Day Nursery  
Setting Address 19 Craven Road  
Reading  
Berkshire  
RG1 5LD

### REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Day Nursery

### ORGANISATION DETAILS

Name Rainbow Day Nursery  
Address 19 Craven Road  
Reading  
Berkshire  
RG1 5LD

## 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

Rainbow Day Nursery opened in 1989. It provides full day care provision for children of parents who are employees of The Royal Berkshire and Battle Hospitals NHS trust and Primary Care Trust in West Berkshire. It is a non-profit making organisation, a steering committee consisting of representatives from nursery management, social committee, parents and human resources are responsible for making policy decisions and maintaining standards.

The nursery is based on the Berkshire hospital site and is set over two floors. Each age group has its own outside area. The provision has core opening hours of 07:30 until 18:00 but can be open from 07:00 until 18:30 by prior arrangement. It is open Monday to Friday all year round, except public holidays. There is a long waiting list.

There are currently 67 children on roll, of whom 13 are funded three year olds and 11 are funded four year olds. The setting supports children with special needs and for whom English is an additional language. The group has regular support from the local Early Years Partnership.

The children are cared for across the age groups by 21 staff. Seven staff hold a level 3 or equivalent childcare qualification and ten hold a level 2. Of these, nine are currently working towards a level 3 qualification in childcare. The provision also employs a housekeeper.

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

### How effective is the nursery education?

Rainbow Day Nursery is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good with some areas for improvement. Staff have a generally good knowledge of the Foundation Stage, however some miss opportunities to extend and develop the children's learning. Staff have a clear understanding of their roles and responsibilities. Independence is encouraged and the children benefit from being able to self-select activities. They behave well in response to high expectations and support from staff. The children access a wide range of interesting resources, developing their learning opportunities. However there is little opportunity to develop their sensory awareness.

Suitable provision is available to include children with special needs and English as an additional language in all activities. Staff use the assessment system to check and record children's progress towards the early learning goals. This is under regular review to ensure it contains sufficient detail. However, the limited use of written evaluation, limits effective future planning or consideration for children's individual learning aims.

Leadership and management is generally good. The team work hard to support one another and all contribute to a shared understanding of good early years practice. The manager continues to develop an effective team and is aware of their strengths and weaknesses. She is committed to continually improve standards in care and education. Training is encouraged and staff development is valued.

The partnership with parents and carers is very good and contributes well to the children's progress towards the early learning goals. Parents are well informed of the group's policies and activities with regular newsletters and daily communication with the staff. They have regular opportunities to share their observations and discuss their children's progress.

### What is being done well?

- Children are confident to try new activities and are showing increasing independence, especially with pouring drinks at snack time, selecting activities and using the bathroom. Behaviour is very good. Children are encouraged to respect others, to share and to take turns. Relationships are being developed with their peers and staff.
- Children talk clearly, show awareness to the listener and negotiate confidently with others. They listen and respond with enjoyment and attention to stories and songs. Most children write their name with confidence.
- Staff have very good links with parents and carers, encouraging them to be

actively involved with their children's learning. Their views and observations are valued and respected and contribute towards future planning.

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

- written evaluation of planned activities to influence children's individual developmental needs, to be reflected in future planning
- opportunities to develop sensory awareness in all areas of learning
- some staff's awareness of extending learning and to ask effective questions.

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

Improvement since the last inspection has been generally good. Daily routines and practical activities has been developed to promote solving simple mathematical problems and to introduce numbers. These are being used effectively and ensures breadth, balance and progression in the children's learning of mathematical skills throughout the daily routine.

Most staff working with the funded children have attended recent curriculum based training. All training is highlighted during the annual appraisal system and recognised as an important part of staff development. The training has helped the staff with the planning and teaching methods and systems to develop the children's skills. However the lack of written evaluation is limiting the staff's knowledge of children's individual developmental needs and achievements, preventing successful future planning for all the children to benefit.

The current written recording and assessment of children's progress is being carried out regularly but is not always used effectively to extend and progress the children's learning. It does clearly identify children's individual levels of achievement but this information is not being used by staff to plan successfully in the future.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff; they are forming good relationships with their peers. Children negotiate well with each other and have a clear understanding of right and wrong. The organisation of resources, daily routines, experiences and good staff support promotes children's confidence and independence. Staff and visitors to the group help to develop the children's sense of community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are many opportunities for children to develop awareness that print carries meaning and the different purposes of writing throughout the nursery day. There are clear labels on furniture, resources and displays. Children and staff value and effectively use books. They enjoy sharing stories together. The children are confident and engage easily in conversations with each other and adults. Many of the children are beginning to recognise and write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a large and imaginative variety of resources to promote and develop their mathematical skills. They are able to recognise and name simple shapes. Children have good opportunities to problem solve within everyday play situations and to use a wide range of mathematical language. However there are missed opportunities to extend learning for the older and more able children often due to the staff's limited knowledge of how to ask effective questions.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations. They have the confidence to share past and present events in their lives, and have the support of staff who extend this further. There is good evidence of the children having an understanding of their own culture and beliefs and those of other people. Children have the opportunity to use everyday technology regularly.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations especially during the ring games. They enjoy action rhymes and participate enthusiastically. Children handle tools, materials and objects safely and with increasing control. Staff plan a wide range of opportunities for children to practice and refine their skills

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate in songs and rhymes eagerly. They enjoy the opportunity of free expression and developing their imaginative skills, especially with role play in the Chinese restaurant and art and craft activities. Their artistic creations are valued and displayed attractively. The children enjoy music and opportunities to explore sound.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- develop and implement a written system which evaluates the planned activities to reflect future planning and children's individual developmental needs
- improve and develop aspects of the curriculum for sensory development
- improve and develop all staff's awareness to extend learning opportunities.

*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.*