



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 143530

DfES Number: 517297

### INSPECTION DETAILS

Inspection Date 26/05/2004

Inspector Name Marilyn Joy

### SETTING DETAILS

Day Care Type Full Day Care

Setting Name Rainbow Corner

Setting Address 42 Victoria Road North  
Southsea  
Hampshire  
PO5 1PX

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Jackie Scott and Geoff Scott

Address Rainbow Corner Nursery School  
42 Victoria Road North  
Southsea  
Hampshire  
PO5 1PX

## 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 Corner Nursery is a privately owned nursery which opened in 1983. It operates from the ground floor of a Victorian house in central Southsea. Children have access to outdoor play areas. The nursery serves the local and surrounding area.

There are currently 71 children from 0 to 5 years on roll. There are 25 funded three-year-olds and 10 funded four-year-olds. There is a small number of children with special educational needs and English as an additional language. Children attend for a variety of sessions.

The nursery opens five days a week all year round from 08:00 until 18:00.

There are 13 members of staff working with the children. There are 10 members of staff with early years qualifications and 2 who are currently working towards a recognised qualification.

The nursery successfully completed the Preschool Learning Alliance Accreditation Scheme in 2004.

## 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 Rainbow Corner is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff use their knowledge of the early learning goals to provide well-planned and purposeful activities that children enjoy, engage their interest and extend their learning. Displays of children's work and posters provide a colourful and inviting environment as well as reflecting the local and wider community. The wide range of resources is rotated although some opportunities are missed for self-selection. Good support is provided for children with special educational needs. Staff provide positive role models and form friendly relationships with the children. They participate in children's play, effectively extending their language and understanding during relaxed conversations. Detailed observations are used to assess children's achievements and plan for individual progression. However, recording progress is not consistent between the two pre-school rooms.

Leadership and management is very good. The nursery has clear aims and a well-established management structure which provides a solid foundation for children's learning. The nursery is committed to improvement through ongoing staff development and continual monitoring and assessment. Effective procedures are in place to ensure any changes within the nursery have no effect on children's learning. Areas for development are identified and action plans drawn up to address issues raised.

Partnership with parents is very good. Parents are provided with a comprehensive range of information about the nursery, its routines, policies and curriculum. Parents value the daily discussions with staff which keep them up-to-date with children's progress and well-being. Twice yearly meetings provide a formal opportunity for parents to discuss and contribute to their children's record.

### What is being done well?

- Strong management provides a supportive framework for staff, encourages team working and ensures high quality is maintained through continual self-evaluation.
- Parents value the strong emphasis given to partnership with parents. Parents feel confident about the care and learning their child receives which has a positive impact on children's development and learning.
- Development of the outdoor area has extended the daily challenges available for children. They learn to negotiate the sloping safety surface and use it to their advantage when pedalling bikes and using scooters. They explore a variety of materials and sounds in the sensory area.

- Staff use their knowledge of individual children well so they can engage in activities they enjoy. Children learn from each other and extend their mathematical and problem solving skills when creating their own designs, for example, they use construction toys to create belts, adjusting them to fit different sizes.
- Children's self-confidence and self-esteem is nurtured in a caring and sensitive environment. Staff help children to understand the rules and the importance of taking turns when playing games. Children show respect and kindness to each other.

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

- consistency in recording children's progress between the two pre-school rooms
- the flexibility of the daily programme.

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

Very good progress has been made since the last inspection when the nursery was asked to consider the following:

Develop the use of technology to extend learning and include resources in the planning. The nursery has obtained a computer which is used daily and children's progress is monitored. Electronic toys are integrated into the role-play area and planned activities.

Maintain the current good practice by continuing to update staff training and development. Professional development of staff is reviewed at annual staff appraisals and addressed through the ongoing training programme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and interested in learning. They arrive confidently, initiate conversations with others and seek adults for support and guidance. They form positive relationships with others. They work co-operatively and care for each other. Children are developing independence in caring for themselves, although there are less opportunities to freely select their own tools and materials. Children are familiar with the daily routines and know what is expected. Most behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well. Many confidently express themselves; they contribute at circle time and listen to others. Staff encourage children's conversations, extending their language and vocabulary well. Purposeful activities help children become aware that writing is used for a purpose and print carries meaning. Children make tickets, send letters and refer to recipes when cooking. They engage in a variety of activities to develop their pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about shape, space and measure during everyday activities. They explore volume in the water tray, identify shapes around the room and weigh ingredients when cooking. Children are beginning to solve problems such as how big or how long, during practical construction activities. Staff effectively introduce mathematical language and number skills. Many count confidently and recognise numerals up to 10. Some count groups of objects and add them together, identifying more or less.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Well-planned activities provide opportunities to explore, investigate and solve problems. Children carry out experiments, observe changes when planting seeds or cooking and go on outings to find out about their environment. Staff encourage them to talk about what they are doing and their experiences. Children are gaining confidence in completing simple functions on the computer and use electronic toys during role-play. They construct with a variety of resources and make their own models.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with confidence indoors and outdoors. They demonstrate increasing skill in using a range of small and large equipment safely. Many develop spatial awareness when manoeuvring bikes and scooters skilfully around the play equipment. They engage in activities to develop their hand/eye co-ordination such as using pegs to hang items on a line and tools to shape dough. Topics, as well as daily routines, promote children's awareness of healthy practices such as cleaning teeth and hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore a variety of mediums with enthusiasm. Unusual textures are mixed together and children are encouraged to use their senses when investigating them. Some enjoy working co-operatively on paintings or drawings whilst others concentrate on their own picture. Children enjoy music and movement and join in with familiar songs. Their imagination is stimulated in the well-resourced role-play area and puppet theatre. Children dress-up and create their own stories.

**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 significant weaknesses to report, but consideration should be given to improving the following:
- develop greater consistency between the two pre-school rooms, in recording children's progress towards the early learning goals
- consider ways to ensure the daily programme is flexible so children have more opportunities to select a variety of tools and materials and express themselves freely.

*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.*