



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119519

DfES Number: 511278

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Susan Elizabeth Warren

SETTING DETAILS

Day Care Type Full Day Care
Setting Name ABC Rainbow Day Nurseries Ltd
Setting Address 303 Southbourne Grove
Westcliff-on-Sea
Essex
SS0 0AL

REGISTERED PROVIDER DETAILS

Name ABC Rainbow Day Nurseries Ltd 03722306

ORGANISATION DETAILS

Name ABC Rainbow Day Nurseries Ltd
Address 303 Southbourne Grove
Westcliff-On-Sea
Essex
SSO 0AL

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 Day Nursery (Westcliff) opened in 1990. It operates from a converted private house in Westcliff on Sea, Essex. The nursery serves the local area and wider community.

There are currently 64 children from 2 to 5 years on roll. This includes 16 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and those who speak English as an additional language.

The group opens five days a week all year round, except for bank holidays and a week at Christmas. Sessions are from 07:30 until 18:30.

Ten staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of Essex Day Nurseries Association (EDNA) and National Day Nurseries Association (NDNA).

How good is the Day Care?

ABC Rainbow Nursery provides good care for children.

The nursery is well organised with all supporting documentation in place. Staff are encouraged to undertake training to improve their qualifications and the nursery employs qualified staff when possible. Resources and equipment are suitable to promote children's care and development. Whilst arrangements for nappy changing meet requirements the provider agreed that they could be improved to allow more privacy and safety.

The children are safe and well cared for; thorough risk assessments of all areas and activities are routine. Meals and snacks are prepared on the premises and an emphasis on healthy ingredients is maintained. Children have access to drinking

water at all times. Children needing additional help are identified and supported; parents and other professionals are fully involved to provide for the children's needs. Child protection procedures are in place and understood by all staff.

Activities are planned for all children; under threes have 'Birth to Three Matters' as a focus while three to five year olds have the Foundation Stage. Staff ensure that children enjoy a range of stimulating and varied activities designed to promote all round development; children's work is displayed effectively around the playrooms. The garden is used as an outdoor classroom to provide activities relating to all areas of learning. Children's behaviour is appropriately managed; staff are consistent and have high expectations to which children respond very well.

The partnership with parents is good. The entrance lobby contains a wealth of information for parents on a range of child care related topics as well as nursery policies and general information. Parents enjoy the in-house training offered on such topics as behaviour management. Parents are kept well informed about their child's day and can talk to key workers or other staff at any time.

What has improved since the last inspection?

There were no actions arising from the last inspection.

What is being done well?

- The partnership with parents is very strong; the nursery strives to maintain excellent communication with parents by verbal and written means. All concerns are addressed by the manager or director as soon as they are brought to notice.
- Children benefit from very nutritious meals, drinks and snacks with a focus on fresh ingredients including fruit and vegetables. All food consumed is prepared in-house and adapted for the children's differing needs including age, preferences and dietary and religious requirements.
- The care for babies is very good. Routines and procedures ensure that babies are continually monitored whether asleep or awake. They have a planned play curriculum, which includes access to outdoors every day, to ensure that they enjoy a range of sensory and play activities and toys to aid development. The care is warm and sensitive and demonstrates a good understanding of each baby's needs, likes and dislikes.

An aspect of outstanding practice:

The training and professional development for staff is outstanding. There is an excellent programme for training, in-house and external, for both new and established staff. This, combined with continual monitoring and appraisal of practice, provides opportunities for professional development and enables staff to keep up to date with trends and changes, thereby able to introduce new ideas into their practice.

What needs to be improved?

- nappy changing facilities.

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
4	Review nappy changing facilities to ensure safety and privacy for children.

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 (Westcliff) is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good overall. Staff have a good understanding of the Foundation Stage and how children learn. They plan and deliver a full range of activities to encourage development across all learning areas. There is a good understanding that basic provision and daily routine activities can be used to promote learning.

Consistent management and a range of strategies, including free use of praise and encouragement, result in a high standard of children's behaviour. Staff use a system of formal and informal observations to track children's progress. The development records are based on the stepping stones and clearly show what children need to do next; the daily plans are adapted to incorporate individual children's needs.

Support for children needing additional help is very good; the advice of outside professionals is sought when necessary and staff work closely with parents.

Leadership and management is very good. The management maintains a strong yet unobtrusive control, monitoring and encouraging staff and providing training where needed. Staff's strengths are valued and as a result they feel supported and appreciated. Outside advice and help is welcomed and seen in a positive light, helping to further improve the standard of care and education.

The partnership with parents is very good. Parents are seen as key to the successful development of the children both socially and educationally. Good communications keep parents well informed of their child's progress and achievements as well as involving them in broader issues such as advice and help with child care or how to help children at home. Parent responses are very positive and praise the commitment and dedication of staff for providing warm and supportive care.

What is being done well?

- Children develop high self esteem and confidently take ownership of the setting. They know where to locate equipment and show care and respect as they use the toys and help to tidy them away. They are co-operative and generally share and take turns well.
- Opportunities for creative role play are excellent. The areas are well resourced with imaginative, stimulating themes; children delight in using the materials provided. Small world play includes animals, vehicles and dolls as well as railway and road layouts.

- The outdoor area is well set up to provide structured learning opportunities across all areas. Children can paint, draw, listen to a story or enjoy their snack in the open air. Children show awareness of boundaries and wait until permission is given, for example, to use the climbing frame, tunnel or bars.
- Training opportunities for staff, both in-house and external, ensure staff are well informed and able to introduce new ideas into their practice.

What needs to be improved?

- organisation of resources for modelling.

What has improved since the last inspection?

Very good progress has been made since the last inspection. There was one point for consideration relating to access to musical instruments.

The children now have access to a range of instruments for use both indoors and outside. They can use them freely and also have planned sessions when staff help children explore sounds, rhythm and pitch as they use instruments to accompany singing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and eager to try new activities. They are becoming aware of their needs and feelings and ask for help when needed. They can listen attentively to stories or staff instructions. They understand daily routines and are independent in regard to self care. They choose activities and resources and are involved in structuring their own learning. They develop good relationships with staff and other children. Children learn about their own and wider world cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations, ask questions and talk about real and imaginary events as they play and work. They express their ideas and feelings verbally and respond with pleasure and emotion to stories and rhymes. They are introduced to letter sounds and explore initial sounds by use of a 'surprise box'. Children have well developed book behaviour and understand the different uses of print in the environment. The communications area is well resourced and used to encourage emergent writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use number names correctly in everyday contexts. They count as they line up, give out cups etc. Circle games introduce the concept of 'one more' as the beginning of addition. Displays help with number recognition and ordering. Free use of mathematical equipment allows children to explore shape, space and pattern. Sand and water play develop concepts of volume and quantity. Children can name common 2D shapes and use positional and quantitative language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children sow seeds and observe plants as they develop. They look at minibeasts in the outside area and explore patterns of jungle animals. Children construct using kits, layouts and found materials. Children use technology such as a tape/CD player, computer, play telephones and tills. Children talk freely about past and present events in their lives and gain knowledge of the outside world from visitors such as a policeman. Year round they celebrate a wide range of cultural events and festivals .

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop physical skills as they move freely in the exciting, well equipped outdoor area They climb, balance and move in different ways with confidence and safety. Children negotiate stairs and corridors; they can line up or find a space to sit. Children follow basic hygiene routines and are aware of aspects of a healthy lifestyle. They develop fine motor control and hand-eye co-ordination through mealtime routines and when using tools for mark-making, modelling and painting etc.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children experiment and mix colours as they paint, print and collage using a range of media. Children use their senses to describe what they feel, see and smell etc. Music and movement allows children to explore sounds and rhythm; they enjoy action songs and rhymes. Excellent role play scenarios encourage imaginative play, for example the Hawaiian smoothie bar recreated with colourful interactive props, music, costumes and healthy snacks for all to enjoy. Small world play is well resourced.

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:
- consider making a wider choice of tools and equipment easily accessible to children, when modelling and constructing using found/recycled materials, and teach techniques to encourage experimentation with different methods of joining and assembling materials.

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.