



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400088

DfES Number: 518612

INSPECTION DETAILS

Inspection Date	29/11/2004
Inspector Name	Hilary Murden

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rainbow Private Nursery School
Setting Address	London Road Barkston Ash Tadcaster North Yorkshire LS24 9PW

REGISTERED PROVIDER DETAILS

Name	The partnership of Helen and Anthony Harvey
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ORGANISATION DETAILS

Name	Helen and Anthony Harvey
Address	London Road Barkston Ash Tadcaster North Yorkshire LS24 9PW

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 Private Nursery School is part of a large family run business that opened in September 1990 to provide full day care, sessional care and a school club. The nursery is accessible from the A1 and A64, serving the surrounding rural and urban areas. The nursery operates from two separate buildings on the same site with the pre-school children being accommodated in two rooms of the front building. The nursery is surrounded by six areas of land for children's use.

The nursery opens each weekday from 08.00 to 18.00 all year round excluding bank holidays. There are currently 92 children on roll in the nursery school, 64 of whom receive funding for nursery education. Eleven members of staff, including the supervisor who is a qualified nursery teacher, work with the children. Seven other members of staff have appropriate early years qualifications and one is working towards a qualification. The nursery receives regular support from a qualified teacher through the North Yorkshire Early Years and Childcare Partnership.

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

How effective is the nursery education?

Children attending Rainbow Nursery School make good progress overall towards the early learning goals. They make very good progress in personal, social and emotional development and mathematical development and generally good progress in the other areas of learning.

The quality of teaching is generally good with some very good aspects. Staff plan a wide range of activities linked to the early learning goals and show what children are expected to learn. Overall, a good balance of structured and free choice activities is achieved, although some of the creative activities are too adult directed. Staff have very good relationships with the children and manage their behaviour effectively through positive strategies. They display good examples of quality interaction to encourage children to think and respond. Although staff know the children well, recorded observations are not providing sufficient information about learning across the six areas to use as a guide to planning for the next stages of learning.

Leadership and management are generally good. Staff work together to share planning and to evaluate activities, with ongoing support from the supervisor and the advisory teacher. However, there is some uncertainty about the use of observations to inform planning. The owner and manager are both active in the nursery and provide good support and encouragement for staff. Staff display enthusiasm for their work and there is a commitment to accessing relevant training and to improvement of the provision.

Partnership with parents is generally good. Staff have good relationships with parents and carers, nurtured through a warm, friendly approach. Useful information is given about the foundation stage through displays and newsletters. Staff have informal discussions with parents and a yearly parents' evening is held prior to children leaving for school. However, there is no systematic approach to sharing information about progress on a regular basis.

What is being done well?

- Personal, social and emotional development is prioritised throughout the nursery. Children and staff have good relationships with each other, and positive strategies impact significantly on behaviour and attitudes towards learning.
- Children's mathematical knowledge and skills are developed through a wide range of practical activities.
- The large outdoor space provides an excellent natural resource. Staff appreciate the importance of outdoor play and are gradually developing the range of activities.

- Staff display enthusiasm as they work with children. They listen to their thoughts and ideas and use a good range of questions to extend learning.

What needs to be improved?

- organisation of resources to enable children to select and use construction equipment and design materials more independently
- recording of observations of children's responses to learning in the six areas
- sharing of information with parents about children's progress on a regular basis.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection in addressing two points for consideration. Staff were asked to provide more opportunities for children to question how things work and why things happen. Through planned topic activities and simple experiments, such as exploring objects that float and sink, children are encouraged to question and find solutions. To ensure staff are working towards their maximum potential the supervisor has regular individual and team meetings to discuss planning and evaluation of activities. Staff are also able to identify their training needs in order to improve the provision

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Priority is given to this area of learning, especially to encouraging children to share, take turns and work co-operatively. Children are well-motivated for learning and display increasing concentration skills. Behaviour is very good; children respond well to positive strategies used by staff. They have good relationships with each other and with staff. Children learn to be independent through making choices and taking responsibility for self-help tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate their ideas and thoughts confidently. They use language imaginatively in role play situations, indoors and outdoors. Children listen carefully to stories with great interest, and help to retell familiar tales, sometimes with the use of puppets. However, the range of books for children to use by themselves is limited. Good emphasis is given to helping children to link sounds to letters and to write names, and to use writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Opportunities are maximised for children to count in activities, number games and routines. They are beginning to use numbers to solve problems, for example, working out how many plates needed for all the children. Familiar number rhymes are used to develop children's understanding of 'how many left now'? Children are provided with good opportunities to learn about size, shape and position through practical activities. They use appropriate mathematical language as they sort, match and compare

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about similarities and differences in the environment and the natural world through topic activities and first hand experiences, such as observation of changes in the seasons when they are outdoors. They enjoy working with construction and design materials, although resources are not easily accessible for free choice. Children recall events and talk about their families in discussions. They have good opportunities to learn about people from other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Good use overall is made of the excellent outdoor space and staff are presently widening the range of activities. Children develop climbing and balancing skills on large equipment which provides challenge. They use space with a sense of adventure and imagination as they run round freely and explore the environment. Children learn about the importance of exercise and the need to keep healthy. They use a variety of small equipment such as scissors and pencils with good hand eye co-ordination

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Staff provide a good variety of structured creative activities, although there are less opportunities for children to use art and design resources imaginatively and spontaneously. Children enjoy singing, for example, as they prepare for the Christmas concert. They are familiar with many songs which sometimes they accompany with musical instruments. Children use their imagination in role play situations and as they work with materials such as sand, water and playdough.

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

- review the organisation of construction and design resources to enable children to select freely and use with more imagination
- adopt a systematic approach to recording observations of individual children's learning in the six areas which should then be used to inform planning and to share with parents on a regular basis.

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.