



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127486

DfES Number: 581987

INSPECTION DETAILS

Inspection Date	06/04/2004
Inspector Name	Virginia Cooper

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rainbow Nursery
Setting Address	St Marks Hall, Birling Road, Tunbridge Wells Kent TN2 5LX

REGISTERED PROVIDER DETAILS

Name	The partnership of Lorraine Evans, David Evans and Tina Hallett
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ORGANISATION DETAILS

Name	Lorraine Evans, David Evans and Tina Hallett
Address	St Marks Hall Birling Road TUNBRIDGE WELLS KENT TN2 5LX

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

Rainbow Nursery first opened in 1991.

It operates from St Mark's Church Hall in Tunbridge Wells, which has been especially adapted. The children are generally cared for in one large room that is divided into two areas. There is a 'learning through play' area, and an area where more structured play occurs. There is another smaller room where children occasionally sleep. The nursery serves the local area.

There are currently 69 children from two to five years on roll. This includes 19 funded three-year-olds and 18 funded four-year-olds. Children attend a variety of sessions. The setting is not currently supporting any children with special needs, but they are caring for 14 children who speak English as an additional language.

The group opens 08:00 to 18:00 five days a week all year round except on public holidays. Sessions are very flexible; children may attend all day or for 4 hour, 5 hour, 6 hour, or 7 hour sessions.

Nine full-time staff work with children. Over half the staff have an early years qualification to NVQ level 2 or 3. The manager and Deputy are qualified to NVQ level 4 and are both supernumerary. One member of staff is currently working towards a level 4 qualification and another is working towards a level 3 qualification.

The setting receives support from the Early Years Development and Childcare Partnership. The nursery are working towards a kitemark for quality.

How good is the Day Care?

Rainbow Nursery provides good quality care for children.

The staff are clear about their roles and responsibilities and the daily routine. A few minor adjustments are required to update the policies and procedures. The room is divided into two main areas. One area is mainly free play and the other area is for more structured activities.

The staff are safety conscious and vigilant with the children. The radiators are not guarded but the gaps at the side have been closed to ensure children cannot trap their arms behind them. The owner encourages staff to update their skills and qualifications.

The children are provided with a good range of age appropriate activities. Staff encourage them to experiment and investigate to learn about the world. Children regularly play outside. They have a good relationship with the staff and regularly share their news and achievements with them. Staff give children lots of praise and encouragement and support when they find something difficult.

The nursery provides an exceptionally flexible service for parents, there are variable sessions that will suit most parents needs for childcare that fits around their working hours. Parents approach staff easily when they collect their children and discuss their progress and what kind of day they have had. They are provided with lots of information about the provision.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are given lots of attention; they regularly approach staff and enjoy chatting with them.
- The children are provided with a good variety of age appropriate activities and regularly play outside.
- Staff are safety conscious and vigilant.
- Children who have English as an additional language are welcomed and supported well.
- The nursery provides flexible session times to accommodate parent's varying work commitments.

What needs to be improved?

- the policies and procedures require updating in a few areas
- the risk assessment of the radiators is to be checked

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
1	Write a policy and procedures for appointing and vetting new staff.
6	Ensure that the temperature of the radiators that children can access does not pose a safety hazard.
13	Amend the child protection policy to include procedures to be followed if an allegation is made about a member of staff.

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

How effective is the nursery education?

The provision is acceptable and of good quality overall. The children are making generally good progress towards the Early Learning Goals, however, there are significant weaknesses in the delivery of Mathematics.

The quality of the teaching is generally good with the exception of Mathematics. The staff undertake maths activities but rarely encourage children to make any calculations. The staff plan some interesting activities for the children and they are encouraged to experiment and investigate to find out how things work. They listen to children carefully and hold interesting conversations with them. Some activities lack focus. The children's assessment records are not being used to effectively plan activities that take account of what the children already know, and what they need to learn next.

The quality of the leadership and management is generally good. Staff reported that the owner is supportive and encourages them to update their skills and knowledge. The staff work well as a team and support one another.

The quality of the partnership with parents is generally good. The sessions offered are particularly flexible enabling parents to find care and education for their children that fits in with their work shifts. Parents are provided with lots of information about the provision and are invited to come to the nursery and share their knowledge. A hairdresser, veterinary nurse and dental hygienist have all visited. Parents are able to access their children's records at any time but there are not reliable systems in place for them to contribute to these records.

What is being done well?

- Children are encouraged to experiment to find out how things work.
- Children are able to make choices about the activities they undertake.
- Parents are offered a very flexible service, there is a wide variety of sessions available that suit differing working patterns.

What needs to be improved?

- the staff's ability to recognise opportunities to include mathematics throughout the session especially calculation
- the organisation and planning of the peripheral activities to ensure that there is a focus to the task
- the methods for collecting and recording children's progress, and the staff knowledge of how to effectively use these records to plan activities that take account of what the child already knows, and what they will benefit from

learning next.

What has improved since the last inspection?

The children are regularly provided with activities that are science based.

The Special Educational Needs policy and procedures have been reviewed and now relate more closely to the Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Most children are interested in their play; they choose from a range of free play activities. Children who find some of the larger group activities difficult are supported by staff. Children have formed good relationships with staff and one another; they are able to share and take turns. Children are well behaved and happy, they often chat about home and like to share their news. The grouping for some activities is inappropriate and some children lose interest due to limited challenge.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are happy to exchange their ideas with staff and each other. Most children are able to recognise their name and some are able to write it. Resources are available for children to practice emergent writing skills but staff miss opportunities to encourage children to write. The children like books and use them carefully. Children are introduced to letters and the sounds they make, but staff do not often refer to this unless it is a specific activity. Children enjoy rhymes and songs.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Most children count competently and are given lots of opportunities to practice these skills. Generally mathematical activities, with the exception of counting is under represented in the plans. Children are rarely encouraged to make any calculations or explore other mathematical concepts throughout the morning. When Maths is explored it is often via worksheets but differentiation is not given enough consideration. Children do have the opportunity to weigh and measure when they cook.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are confident to explore and investigate in their play; they are fascinated about how things work. Children regularly use everyday technology. Activities are planned to help children discover the world about them, natural materials can be used more often. They require more opportunities to choose for themselves appropriate resources and tools for self-chosen projects. Children are beginning to understand about their own and other people's cultures by celebrating a variety of festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children regularly play outdoors; they enjoy the freedom to run around and ride bikes. Children know how to move safely and with control. Children are given lots of opportunities to practice using hand held tools and most manage well. They regularly work with malleable materials and have made some lovely clay animals. Staff talk with children about healthy lifestyles and they have a good understanding of their own bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children undertake a variety of art and craft activities using different materials. They frequently explore colour and texture but often in an adult-led activity. They rarely choose the resources they need for themselves. The children have been introduced to a variety of different music and they enjoy music and movement activities. The children use imagination in their small-world and role-play; staff can extend this play by joining in more often.

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

- improve staff knowledge of how to recognise opportunities to include mathematics throughout the session, in particular calculation
- ensure that staff are clear about the focus of the peripheral activities to help them direct the children's learning
- ensure that the methods for collecting and recording children's progress is understood by all staff and undertaken regularly
- ensure that staff effectively use the children's assessment records to plan activities that take account of what the child already knows, and what they will benefit from learning next.

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.