



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218474

DfES Number: 510746

INSPECTION DETAILS

Inspection Date 14/01/2005
Inspector Name Dianne Lynn Sadler

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow Day Nursery
Setting Address 7 Barlow Close
Amington
Tamworth
Staffordshire
B77 3ES

REGISTERED PROVIDER DETAILS

Name The partnership of Janice Horton and Peter Horton

ORGANISATION DETAILS

Name Janice Horton and Peter Horton
Address 7 Barlow Close
Amington
Tamworth
Staffordshire
B77 3ES

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 is privately owned. It opened in 1993 and operates from a converted shop. A maximum of 42 children may attend the nursery at any one time. The nursery is open each week day from 07:45 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from 0 to under 5 years on roll. Of these 14 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs eight staff. All the staff, including the manager, hold appropriate early years qualifications.

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

How effective is the nursery education?

Rainbow Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. A stimulating environment is offered to children, covering all areas of learning.

The quality of the teaching is generally good. Staff manage the children's behaviour very well and have good relationships with them, listening to what they say and do. Staff are developing an understanding of the foundation stage. They organise long, medium and short term plans. A wide range of activities is provided, but limits the opportunities children have to develop their skills in maths and communication, language and literacy at every session. Children's progress is observed and assessed, but records do not clearly identify gaps in children's learning. There are good plans in place to ensure children with special needs are included in all activities and make progress.

The leadership and management of the nursery are generally good. The manager has been effective in developing a staff team who work well together. She acts on advice given and there is a commitment to improving the care and education. Communication is effective and the manager has a good understanding of the skills and abilities of the staff. The system to monitor the effectiveness of the education is not sufficiently developed.

The partnership with parents is generally good. Parents spend time talking informally to staff about their children and are well informed about the provision and their children's progress. However, parents are not encouraged to share what they know about their children's development, especially at the beginning of the foundation stage.

What is being done well?

- Staff manage children's behaviour very well. They have consistent and clear expectations of the children and use excellent strategies to promote good behaviour. Children have a good understanding of the rules and boundaries.
- Staff work well as a team. There is effective communication and commitment to staff development through training. All staff are encouraged to share new ideas and ways of working.
- Staff are developing good relationships with children, listening to what they say and do. Children are confident and motivated to learn.
- Staff have a proactive approach to ensure all children are included and make good progress in partnership with their parents.

What needs to be improved?

- the assessment system to identify gaps in children's learning
- the system to monitor the effectiveness of the education
- the opportunities for children to develop their skills in calculation in planned and spontaneous situations and to recognise their names and the alphabet at every session
- the attention given to encourage parents to share what they know about their children's development, specifically at the beginning of the foundation stage.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have implemented measures to improve the information given to parents and the recording system, which were raised as key issues in the previous inspection.

When children enter the foundation stage parents are now given an informative booklet giving them information about the early learning goals. Good information is also displayed on the notice boards.

The recording system has been reviewed and a new system implemented, based on the stepping-stones, with reports being handwritten every six weeks. However, the records still do not clearly show gaps in children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are provided with a stimulating range of activities that helps them progress and motivates them to learn. All are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to select resources for themselves and make choices. Children behave well and are able to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their listening skills and confidently communicate their ideas and feelings using speech. All children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict the outcome of a story. All children attempt to write their own names. However, children are not able to recognise the alphabet or their own names at every session.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to learn about number through a range of planned and spontaneous situations. Children count confidently up to ten with meaning and are able to say and use number names. All children are using mathematical ideas to solve problems and are able to recognise shape and size. Children, however, are not developing a knowledge of calculation in planned or spontaneous situations on a regular basis.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children discuss their families past and future events with confidence. They are able to investigate and explore a range of objects and materials. Children are able to explore the natural world and the community in which they live, they grow flowers from bulbs and investigate bugs and insects. Children are learning about their own and other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well-planned physical play sessions daily, both indoors and outdoors. Children are developing a sense of space and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools is freely accessible to the children to develop fine manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste, touch and feel. All children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.

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

- ensure the assessment system identifies gaps in children's learning
- further develop the system to monitor the effectiveness of the education
- provide children with opportunities to recognise their own names and the alphabet and increase their understanding of calculation at every session
- encourage parents to share what they know about their children's development, especially at the beginning of the foundation stage.

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.