

# Rainbow Nursery

Inspection report for early years provision

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**Unique reference number**

EY335243

**Inspection date**

07/10/2010

**Inspector**

Jill Nugent

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Rainbow Nursery registered in 2006 and operates from a church hall in Kentish Town in the London Borough of Camden. Access to the building is at ground level via a secure footpath. Children have use of a large hall, two smaller rooms, which are accessed via a short flight of stairs, and three outdoor play areas. The nursery employs 14 staff to work with the children. The setting is open from 9.30 am until 1.00 pm every weekday during term-time.

Rainbow nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight may attend the nursery at any one time. Currently there are 36 children on roll, all of whom are in the early years age group. The nursery supports children who have special educational needs and/or difficulties and those who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Rainbow Nursery offers an exceptionally welcoming and inclusive provision for children, parents and carers. Staff work efficiently as a team to organise a vibrant and stimulating learning environment for children with a wide range of exciting activities indoors and outdoors. Children's welfare is always prioritised and there is an excellent working partnership with parents which contributes to children's individual needs being met effectively. The leader has introduced various systems for the monitoring and evaluation of the provision, thereby maintaining a high capacity for continual improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to review the organisation of the daily routine particularly with regard to snack time.

## **The effectiveness of leadership and management of the early years provision**

The nursery's documentation is very well organised and provides a comprehensive framework for staff's practice. There are particularly effective procedures in place to ensure that children are safeguarded while in the setting. Staff are vigilant concerning all health and safety issues. They carry out detailed and regular risk

assessments, noting any action taken to minimise risks to children. In this way they succeed in covering all potential hazards, both in the premises and on outings. All staff know what to do if they have any concerns relating to child protection and continually update their knowledge and understanding of the relevant procedures.

Staff utilise all the available space to create a wonderful mix of different play environments in attractive surroundings. Children relish the opportunities to either spend time in exploration, participate in group activities or devise their own imaginary games. Staff interact effectively with children, following up children's interests and responding to their developmental needs so that all children are moved on in their learning. Children benefit from the high adult child ratios which enable staff to offer individual attention if necessary, helping children to feel valued as individuals. Staff are flexible in their approach and adapt activities to ensure that all children are able to participate, always enthusing and affirming children in their individual choices.

Staff are proactive in involving parents and carers in many aspects of the provision, creating a sense of belonging for families as well as children. They provide useful information about the setting and regularly seek parent's views on the provision, for example, regarding new ideas, activities or outings. Parents like to help out during the sessions and especially enjoy watching circle time as they wait to collect their children. They are actively encouraged to become involved in their children's learning, through daily conversations and also the sharing of attractive learning journals. Staff work in partnership with other professionals and providers to ensure children receive a consistent approach to any developmental needs. Parents express their immense satisfaction with the care and learning offered to their children.

The nursery leader is committed to the provision of a high quality education for all children and works alongside staff, motivating and enthusing them as they seek to continually develop their practice. The systems of self-evaluation, monitoring and auditing are exemplary. The ensuing action plans include targets that are relevant and achievable. Staff are open to challenging ideas and have made astounding improvements to the setting since the previous inspection. These include innovative resourcing of the indoor and outdoor play areas, better security, a revised daily routine and closer links with the local community. Staff meet together weekly and are keen to attend further training and try out new ideas, for instance, paired working and cohort tracking. They are aware of the need to continually review and develop aspects of the provision and plan to review the organisation of snack time within the daily routine.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit greatly from staff's excellent knowledge and understanding of how young children learn and develop. Staff put a great deal of thought into resourcing the learning environment so that children of differing ages and abilities are able to

enjoy experiences that are relevant to their stages of development. Consequently children become actively engaged in a wide range of activities, learning to express themselves and acquiring new skills. They are encouraged to make their own choices and show much interest in the activities on offer. They often become absorbed as they participate in activities, delighting in the opportunity for uninterrupted play. They develop close friendships and enjoy themselves tremendously.

Staff use a comprehensive system of observational assessment to enable them to plan activities that meet children's learning needs. By evaluating their provision daily they are able to follow up children's interests by adding to, changing, or extending the activities on offer. They are adept at interacting with children in order to encourage conversation, question and challenge children in their learning. Group times are extremely well organised, allowing children to explore and develop their skills within a controlled situation. Staff assess children's progress towards the early learning goals, inviting contributions from parents in order to create useful summative records which help ease children's transition to school.

Children develop personal independence and self-confidence through being given opportunities to make their own decisions within the play environment. They have a strong sense of ownership and enjoy helping with routine tasks. Their self-esteem is boosted when their work is shared at group times, for example, photographs and descriptions of models constructed during the session. Children learn to behave responsibly and to negotiate with others if a dispute arises during their play. They feel safe and secure in the setting because staff ensure a safe play environment and always remind children how to keep themselves safe.

Children are encouraged to gain respect for the natural environment as they explore the wildlife garden or recycle waste. They learn to respect others in a wider community when finding out about people who have differing physical abilities or different cultural backgrounds. There are excellent opportunities for children to develop their own body awareness, control and co-ordination as they use soft play equipment indoors. They especially enjoy physical activity outdoors using a range of small and large equipment, for instance, climbing, digging, pushing and riding. They are encouraged to adopt healthy eating habits as they choose from a selection of fresh fruit at snack time or take part in cooking activities, such as bread making.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met