

Rainbow Day Nursery

Inspection report for early years provision

Unique reference number 139435
Inspection date 14/10/2010
Inspector Heather Morgan

Setting address Torbay Hospital Annexe, Newton Road, Torquay, Devon,
TQ2 7AB

Telephone number (01803) 654150

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rainbow Day Nursery was established in 1988 and moved into a purpose built building, set in large gardens on the Annexe site of Torbay Hospital in 2002. The nursery is owned by South Devon NHS Foundation Trust, and provides full day care and holiday care for children of staff employed within the South Devon Health Community.

The nursery is registered on both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It can provide care for a maximum of 70 children at any one time, 50 of whom may be in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-olds. There are currently 112 children aged from three months to the end of the early years age range on roll, grouped in four rooms. Approximately 98 school-aged children, up to the age of 11 years 11 months regularly attend the holiday club. Children attend a variety of sessions. The nursery caters for children with special educational needs and/or disabilities and for children who speak English as an additional language.

The nursery is open from 7.00am to 6.00pm throughout the year. The holiday club, which operates from a building adjacent to the nursery, is open for 13 weeks of the year.

There are 30 members of staff working within the nursery; all but one of these holds a relevant childcare qualification. Four of the staff hold qualifications at level four, three are working towards a foundation degree and one has completed a degree and is now working toward Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff know the very children well and work together very effectively to plan and deliver a wide range of interesting activities that engage children well and ensure they are making excellent progress towards the early learning goals. Children are safe, secure and settle well at the nursery. Excellent partnerships with parents and strong links with other agencies have a significant impact on ensuring that children's individual needs are met, and those with additional needs are supported well. The whole staff team regularly reflect on their practice and embrace opportunities to develop their skills, consequently there is a real drive to improve outcomes for children and the team work together to successfully achieve this.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- developing further, the procedures for accessing information about children who attend more than one early years setting.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on ensuring children's safety and security throughout the nursery. Extremely robust recruitment procedures ensure that staff working with the children are suitable to do so. Extensive risk assessment of the premises and all activities ensures that children are protected from potential hazards. Excellent attention to settling children in and supporting them well at times of transition ensures that children are confident, secure and enjoy close attachments to the familiar adults caring for them.

The well-established team of staff are supported effectively by strong leadership and management. They are all reflective practitioners, with a strong commitment to continuous improvement. Regular evaluation of their own practice is enhanced by feedback from parents, local advisors and interaction with the children. The staff are very skilled at identifying areas where they can improve on their practice, and enthusiastically access training to support their own professional development. Clear monitoring procedures and the support of the management team enables the staff to adapt their practice to meet the changing needs of the children in their care; for example they review the environment and use of resources when new children join their group.

The nursery is very well resourced and careful management of staff rotas ensures that sufficient staff are available throughout the day, to support parents' shift patterns. Very good use of natural resources enhances children's learning experiences and provides an attractive and interesting play environment. For example, babies have excellent opportunities to explore natural materials during heuristic play sessions, and logs and canopies are used to create innovative story-telling areas in the garden. Particular care is taken to ensure that resources are used effectively to engage boys in all areas of learning; for example, super-hero costumes are included in dressing-up areas, and mark-making materials are available outdoors.

Excellent partnership with parents and effective multi-agency working ensures that all children's individual needs are met. Staff pay particular attention to supporting children with additional needs; for example, they access specialised equipment when appropriate, attend training to improve their non-verbal communication skills and liaise closely with parents to ensure they are familiar with children's health requirements.

Strong links between home and nursery are fostered through activities such as children taking the nursery teddy bear home with them and sharing their experiences with others. Parents regularly exchange information with staff and participate in developing their children's learning diaries. Very effective links are

made with other providers and local schools, although the staff have identified a need to ensure they are promptly informed when children attend other settings, in order to support them in working closely with other early years providers to promote children's learning and development.

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

Children engage enthusiastically in a wide range of interesting and challenging activities that reflect their interests and developmental needs; consequently they are making excellent progress towards the early learning goals and are lively and interested in the activities on offer. They are supported well by the skilful staff team who allow them plenty of opportunities for independent learning. Staff regularly observe the children at play, which enables them to plan activities that reflect the children's current interests and assess what they need to learn next. Young babies are encouraged to explore their environment, and a wide range of resources as they develop an interest in the world around them. Children's early communication skills are encouraged exceptionally well, and there is lively conversation throughout the nursery. As the children develop, they use their language skills well to organise their play and co-operate with others. For example, children are able to resolve conflict for themselves, discussing how to share resources and take turns when playing in the sandpit; they develop imaginative play with others, describing the different attributes of their model dinosaurs. Children's behaviour is exemplary.

Each child benefits from developing a close relationship with their key carer, and the consistent team of adults working in their group. The strong emphasis placed on promoting children's emotional health and well-being has a significant impact on then settling in and being confident and secure in the nursery environment. Children develop a strong sense of community and are caring towards one another; for example, helping each other to put on dressing up clothes or using simple signs to communicate with one another. They are also learning about cultural diversity as they celebrate each others' religious festivals.

Children are developing very healthy lifestyles as they have regular, balanced, nutritional meals and enjoy playing outdoors. The staff work hard to ensure children make good use of their large garden, providing a range of activities such as growing plants, riding bikes, climbing, or 'painting' the fence with water. Children enthusiastically put on their waterproof clothing and boots so they can play outdoors in all weathers, and enjoy exploring the natural environment as they hunt for conkers or gather leaves and twigs to use for creative activities indoors. They are developing a very good awareness of playing safely, as they remind each other to use resources carefully and not 'fly' their dinosaurs too close to their eyes and they help staff to count how many children are going outside to play, so they can all be counted back in again.

Children flourish in the nursery environment, where the skilled staff team help them to become confident, inquisitive learners and effective communicators. The

strong emphasis on supporting the individual needs of each child, and providing activities and resources that engage them effectively use their current interests to promote their development, provides a firm foundation for the future learning of all the children.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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