

# Rainbow Nursery

Inspection report for early years provision

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**Unique reference number** EY347255  
**Inspection date** 15/02/2011  
**Inspector** Teresa Elkington

**Setting address** Crawley Hospital, West Green Drive, West Green, Crawley,  
West Sussex, RH11 7DH

**Telephone number** 01293 600300

**Email**

**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 has been registered under its current management since 2007, although it has been an established nursery provision in the local area for many years. It is owned and managed by Sussex Health Care and is primarily open to the children of employees of the Trust. The nursery operates from a single storey, detached building in the grounds of Crawley Hospital, Crawley, West Sussex. Children are cared for in a large, open-plan room with separate areas for babies and older children. Toilets, nappy change and hand washing facilities are easily accessible to children. Staff have access to a kitchen, staff room and an office. A fully enclosed garden provides an outside play area which is used throughout the year.

The Nursery is registered on the Early Years Register to care for 36 children in the early years age group from three months to five years. Currently there are 39 children, aged from one to four years on roll. This includes three and four year old children who receive funding for nursery education. The nursery is open each weekday from 7.30am to 5.30pm for 52 weeks a year. Children attend for a variety of sessions, on a full or part-time basis.

The Nursery currently supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. Children are drawn from the immediate and surrounding areas of the nursery. There are seven permanent members of staff. Of these, six hold appropriate early years qualifications. A team of bank staff provide cover for staff absence.

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

Overall the quality of the provision is satisfactory.

Children are cared for in a happy and welcoming environment, where their individual needs are recognised and met. Children are provided with a range of interesting and age appropriate activities, which help them to make progress in their learning and development. The setting has a positive ethos regarding working in partnership with both parents and others and in ensuring that children are fully supported. Methods for self-evaluation are effective to ensure that the nursery continually develops the provision and improve outcomes for children. However, there is a breach of specific legal requirement that does not fully safeguard children at all times.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure staffing ratios are correctly maintained at all times

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To further improve the early years provision the registered person should:

- develop the organisation of everyday routines such as snack and meal times to minimise the time children spend waiting passively
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved

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

There is an effective range of policies and procedures in place to keep children safe and secure within the nursery. However, staffing ratios at the time of inspection were not being met to ensure children are effectively supported and safeguarded and, therefore, do not meet the specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Staff have a good awareness of children protection issues and regularly access training to keep their knowledge up to date. Robust recruitment, vetting and induction processes are in place to ensure that all staff working with children are suitable to do so. The setting undertakes regular risk assessments to ensure that the building, equipment and resources are fit for purpose. However, there is no current system in place to evaluate the effectiveness of fire drills that children undertake. Staff promote children's understanding of keeping themselves safe; for example, staff give clear explanations to children when playing circle games so that all are kept safe. High emphasis is placed on supporting children's health and well-being; for example, clear procedures are in place to ensure high standards of hygiene are fully maintained throughout all areas of the nursery.

The setting has a sound commitment towards continuous improvement, which is supported by ongoing self evaluation and the taking of positive steps to improve. Recommendations made at the last inspection have been fully considered and implemented. Parents are provided with regular opportunities to report on their satisfaction of the service provided through the use of parental questionnaires. Staff meet regularly to discuss and implement new ideas, evaluate their practice ensuring positive outcomes for children. An effective appraisal and training programme is in place providing many opportunities for the staffing team to develop their professional status. The nursery is well resourced with a range of equipment to challenge and interest the children. Organisation of the room ensures that children of different ages and stages of development are provided with a base area, which allows staff to provide appropriate equipment and play experiences in support of their learning. The setting fully supports children with special education needs and/or disabilities and for whom English is an additional language. Effective partnerships have been established with external agencies to ensure that children's specific needs are highlighted and met by the staffing team in collaboration with parents. Children have access to a plentiful range of resources

and activities to promote children's understanding of the wider world as well as their immediate community.

Partnerships with parents and carers are well established. Good communication between staff and parents ensures that every child's individual needs are met well. This is effective at key times in the children's lives; for example, as they make the transition between base areas and as they become familiar with nursery routines. Parents have access to a wealth of well presented information about the Early Years Foundation Stage through notice boards, newsletters and parent consultation evenings. Comments received from parents highlight how happy they and their children are within the friendly and caring setting, the friendly and approachable staffing team and the range of activities that children have access to. The nursery shares information with other Early Years providers to promote continuity of care for children attending more than one setting.

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

Children make sound progress towards the early learning goals. The setting gathers a range of information from parents about their children through discussion and the use of 'All about Me' forms, as they begin their journey into nursery. This provides a basis for key persons to ascertain their starting points and develop a programme of activities in support of their developmental progress. The use of well documented learning profiles allows staff to observe and assess children's individual progress and helps them to reflect on children's individual's children's achievements and plan effectively for their next steps in their learning.

Children are happy and well settled within a friendly and nurturing environment. They are at ease and secure with staff and readily seek reassurance and assistance when needed. For example, younger children happily approach staff for cuddles and support, while older children ask for help when pursuing their chosen activities. Children have access to a wide range of attractive play resources, which are easily accessible, helping children to make informed choices about their play, allowing them to follow their interests and desires. Children's independence is generally fostered through activities and most routines that they undertake encouraging them to be full participants in nursery life. However, the current organisation of snack and mealtimes means that children are sitting passively for long periods of time.

Good behaviour management strategies are in place which help children to understand the importance of working harmoniously within the group, consequently children behave very well; they show kindness to each other and are willing to co-operate and share. Children are constantly praised for their efforts across the whole of the nursery. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images which are seen throughout the nursery.

The well balanced organisation of the day ensures children have suitable opportunities for physical activity as well as provision for quiet rest and relaxation. Children have access to a well equipped garden area which provides many opportunities for them to develop their large muscles through the use of climbing apparatus and wheeled toys. Children's outdoor play is further enhanced by the use of wicker wigwams which provide cosy hideaways for children to talk with friends, enjoy looking at books and develop their imagination through role play. Children follow good hygiene routines, which is supported by the use of pictorial reference to encourage good hand washing routines, alongside well positioned soap dispensers which are actively used by the children and staff, ensuring that cross infection is kept to a minimum. Staff show vigilance in their hygiene practices; for example, clear nappy changing procedures are followed and shoes are removed when going into the baby room. Children enjoy a varied and balanced range of freshly prepared meals. High emphasis is given to ensuring that children's individual dietary needs and preferences are fully recognised.

The setting promotes outcomes for children well. The youngest children in the nursery play confidently with a good range of equipment which allows them to develop their co-ordination, mobility and stimulate the use of their senses. Children's language development is encouraged in an age appropriate way, as children of all ages are engaged in conversations to encourage their early communication skills and asked questions to extend thinking. Children have good opportunities to enhance their mark making and early writing skills through play. Children's creativity is actively encouraged throughout all areas of the nursery. Children enjoy using a range of malleable materials and have access to musical instruments and role play areas to promote and enhance their creative flairs. In addition, children's understanding of numbers and their knowledge and understanding of the world are promoted throughout their learning experiences. For example, the use of computer games helps children to use problem solve and become accustomed to using information technology equipment. Throughout the nursery opportunities are in place for children to acquire skills and develop their abilities which ensures that all children are prepared well for their future development and learning needs.

## 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>	3
The capacity of the provision to maintain continuous improvement	2

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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