

Rainbow Childrens Nursery

Inspection report for early years provision

Unique reference number 315998
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Inspector Janet Singleton

Setting address 26-28 Eastbourne Grove, Bolton, Lancashire, BL1 5LH

Telephone number 01204 493889

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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

The nursery is owned by a private provider and was registered in 1987. It operates from a detached house in the Heaton area of Bolton. The nursery serves the local area. The nursery is accessible on the first floor, however, the older children are based on the first floor accessed by a stairway. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 44 children may attend the nursery at any one time. There are currently 65 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualifications at a Level 2 and 10 staff have a Level 3 or above early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning and development with success as they make good progress towards the early learning goals given their age and starting points. They play and learn in a fully inclusive, safe and secure environment which positively promotes their independence. The stimulating child-orientated environment encourages children's understanding of diversity. The safe and efficient management of the setting is supported by the effective organisation of the policies and procedures. The systems for the self-evaluation of the setting are in place but are in their infancy. Practitioners have outstanding relationships with parents and good relationships with other agencies.

What steps need to be taken to improve provision further?

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

- develop further the procedures and systems for self-evaluation of your nursery in order to monitor your improvement and continue to improve outcomes for children
- develop further the observation and assessment procedures to consistently identify the actual learning priority for all children to enable planning to truly reflect their learning and development needs at all times.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as practitioners have a secure knowledge of protecting children. They understand their responsibilities and are supported through detailed documentation regarding the procedures they would follow should they have a concern. Robust systems for the recruitment and vetting of all staff contribute significantly to keeping children safe. For example, all staff are subject to a criminal record bureau check to ensure their suitability to be with children. The effective organisation of the comprehensive policies and procedures ensure the safe and efficient management of the setting. Through meaningful risk assessments that are carried out daily, ensures a secure and safe environment is maintained. The involvement of the children in discussions about keeping safe and their partaking in the evacuation procedures means they are learning about keeping safe and what to do in an emergency.

Practitioners make good use of the resources to enable children to play and learn in a child-centred and stimulating environment. Through effective deployment of staff means children are supported and assisted in their play. The mostly effective observation and assessment process means children's individual needs are planned for. Equality and diversity is supported through comprehensive documentation and the involvement of parents and other agencies in identifying and meeting children's individual needs. An outstanding relationship with parent means they are actively involved in their child's time at the nursery. Through the sharing of all policies, newsletters, questionnaire and the notice board parents are made aware of what the setting is doing to progress their child. They are able to contribute to their child's assessment and through the good daily communication book a two-way channel for communication is in place.

Through team meetings, appraisals and daily monitoring processes managers communicate their expectations. The self-evaluation of the setting is being developed. The staff are committed to improving outcomes for all children and are reflective in their practice. They are mostly aware of the strengths and weaknesses of the setting, however, there is no formal procedure to evaluate what is taking place. There are plans for the future development of the service including the revamping of the play area to provide for younger children and as a consequence, improving the outcomes for all children.

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

Practitioner's good knowledge of the Early Years Foundation Stage means they successfully support children in making good progress towards the early learning goals. Practitioners effectively use their observations to plan for children's next steps. However, these do not always reflect the actual learning priorities but build on the activities the children have enjoyed. Through effective planning a good balance between child-initiated and adult-led activities is obtained. Children delight in playing and learning in the well-planned environment and access the continuous

play provision. Through songs, rhymes and construction they learn about simple number concepts and solve problems as they work out which brick to use or how many objects they require. Practitioners effectively support children as they promote positive attitudes to learning. Children are excited and motivated as they play outdoors on a daily basis, they explore the slate in the bucket, digging and filling containers. They ride wheeled toys and run working off their energy in the fresh air. Good planning of the outdoors means children can sit quietly and read in the sheltered area or draw as they access the mark making table.

Younger children explore the environment as the practitioner encourages and supports them in their play. Their personal needs are attended to as they sleep and eat according to their individual bodily rhythms. They access the interactive toys, observe the spinning mobiles and watch the pretty lights placed around the room giving it a sensory calmness. They are confident, they ask meaningful questions such as who, why and what, as they show their curiosity. They sit and glue, using the glue sticks competently as they make glitter pictures. They choose further resources as they get the 'eyes' to put onto their own pictures and excitedly show this to the staff. They point to the letters of their name, sounding each one as they confidently tell the practitioner it is their name. Practitioners use lots of praise, stickers and rewards to encourage children. This approach develops their self-confidence and self-esteem making them active learners. The children are comfortable around staff being very well behaved, engaged and interested at all times. They are polite and remember their manners when asking for equipment. They learn about the wider world as they talk about the similarities and the differences of people, celebrate their own and the festivals of others and observe positive images of people. The children take part in a twice weekly, wonderful dance session. They concentrate, develop good control over their bodies and delight in following the moves of the dance teacher. They are enthralled and respond with enthusiasm as they point their toes, stretch up high and use their bodies in various ways.

By engaging in everyday activities, for example, hand washing, children learn about good health practices. Through the outdoor play, the ballet lessons and swimming activity, children are learning to control their bodies and are beginning to develop healthy practices. By exploring and learning how to use programmable toys and the computers they develop their skills for the future. This combined with the positive use of praise and as a consequence, the building of children's self-worth and self-esteem, means they are learning and developing in a positive and beneficial environment in which they have a sense of belonging. Overall, children are happy, engaged and motivated to learn.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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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