

Rainbow Children's Nursery

Inspection report for early years provision

Unique reference number 127483
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Inspector Linda Coccia

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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 Children's Nursery was registered in 1995. It operates from two floors of a large detached house close to the centre of Ashford. There are kitchen and toilet facilities on both floors and the nursery has the benefit of a large enclosed outside play area. It is set in a largely residential area within reach of local amenities.

The nursery is registered to provide 70 places for children aged between two years and seven years. There are currently 108 children on roll who all fall within the early years age range. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children are aged between two years to under five years. Children aged three and four years receive funding for nursery education. Children attend on a full and part-time basis. The nursery supports some children who speak English as an additional language and there are good procedures in place to support children with special educational needs and/or disabilities.

The nursery opens five days a week throughout the year except for Bank holidays. It is open from 8:30am to 5.45pm.

There are nine staff who work directly with the children, eight of whom, hold recognised early years qualifications to National Vocation Qualification level three. One staff member is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides good quality care for children. The nursery is outstanding in engaging with parents which results in children's needs being met very effectively. It is also outstanding in the range of activities and toys available for children that effectively help children to learn and develop. The provider has addressed recommendations from the last inspection which have had very positive impacts on the children. This demonstrates that the nursery is able to maintain continuous improvement. Overall, children are being catered for very well.

What steps need to be taken to improve provision further?

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

- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The provider, her manager and the staff all help to run the nursery smoothly and efficiently. The safeguarding procedures reflect attention to detail. For example, the Criminal Record Bureau list shows that all staff hold current checks. The risk assessments clearly show identifiable hazards and steps taken to address them. They are signed and dated. There are good procedures in place for emergency evacuation drills. Procedures are practised weekly and staff log the numbers of children and staff who participate in them. The practice days are varied to include all children. Children get to know the good procedures very well and are able to keep themselves safe in an emergency. Children's well being is promoted. The provider and manager have carried out a good evaluation of their service. From the evaluation they concluded that staff input was necessary and have changed the way the evaluation is conducted to include staff comments and suggestions. However, the evaluation does not include the views and comments of other service users. The evaluation has been instrumental in drawing up the action plans which are used to schedule further improvement. It is clear from these that a number of improvements have been completed. For example, the use of a free flow system on the first floor which allows the children to move freely between the rooms for different types of play. This has had a very beneficial effect on the children. They show more confidence in making their own choices about what they play with and how they use the excellent range of available resources.

There are a number of children from different nationalities attending the nursery. Staff use good processes to support children who speak English as an additional language. For example, the use of home words, pictorial time lines and many mimes and gestures help children with initial communication. The manager has plans to translate documents into home languages to support parents in understanding how their children progress. There are lovely positive images throughout the nursery of race, gender and disability. The children learn about each other's differences. The nursery has a qualified Special Educational Needs Co-ordinator to assess children with special educational needs and or disabilities as the needs arise. She has strong links with other agencies to access additional help for children and their families. Children's individual needs are met. The nursery has partnership working with the local primary schools that the nursery children move on to. The manager has initiated contact with other care provisions to swap information about the children who attend both. Childminders also happily swap information with key workers. These procedures ensure children are supported well in different settings.

The nursery has excellent working relationships with parents. A large reception room allows parents to meet with each other in an informal setting. They have access to a wide range of written information about childcare, such as books and nursery policies as well as detailed information about the Early Years Foundation Stage. They have some excellent verbal exchanges of information with the manager who is often working at a desk in the same area. They can help their children with their coats and shoes in a leisurely fashion in the cloakroom section of the room. Parents report that the staff are very approachable and make them

feel welcome. A number of parents have had siblings pass through the nursery in the past and would not entertain another nursery. They are impressed with the progress their children make and are fully involved with their children's learning. Children receive excellent consistent care because regular discussions of their achievements and needs take place.

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

Parents and children are welcomed warmly onto the premises. Children are eager to attend and greet their key workers with chatter about what they have been doing since they last saw them. The good settling in processes allows children time to feel comfortable and safe and become familiar with routines. Sometimes children still do take a while to settle in but overall, most children show they feel safe in the setting.

Children are provided with an excellent range of activities which they can become absorbed in. They love to role play and often initiate their own scenarios. For example, they can ride on a plane to go on holiday or visit relatives. They can become hairdressers, post office workers, shop assistants or doctors. The children's imaginations are the limit. Because they role play a lot they learn many technical terms to enhance their play. For example, whilst being a doctor, one child said "You need an X ray. It won't hurt". They make tents and dens where they can explore how torches work and can investigate a variety of other light sources. They use a light box to illuminate Perspex shapes which they can readily name. Children enjoy constructing towers from a variety of different types of construction blocks. The younger pre-school children are adept at balancing and constructing so that towers do not topple over. Children are able to solve quite complex problems, such as, putting together different lengths and bends of pipe work to allow balls or cars or water to flow through them. The children can take toys with them to other areas. The craft room offers many types of creative play from sand to a variety of other mediums such as rice, lentils and such like. The children can paint, chalk, draw, print, make collages and much more. Their pictures are displayed in profusion around the nursery. The toys and equipment are all readily available to the children. Factual books are always available near to relevant activities. The children use them extensively. They also enjoy the comfy book areas to relax and listen to stories. Children also enjoy music can be heard throughout the nursery using the play microphones to sing songs with. In the garden there are covered areas to protect from rain and shade from sun. There are lots of sensory items including the different textures of bushes which the children can play hide and seek in. Photographs displayed on the nursery walls show children feeding lambs and watching chicks in the garden. They plant bulbs and watch them growing comparing how tall they become. They also compare each other's heights and rates of growth. The extensive range of outdoor play equipment is monitored so that different aged children have suitable access to it. For example, when the older children are in the garden the younger ones may be slightly restricted as to the areas they use so that they don't get caught up in the more boisterous types of play. Children are encouraged to initiate their own play and because of that they

use the toys and equipment exceptionally well.

Staff carry out excellent observations of the children's play in order to assess their abilities and stages of learning. They prepare informative summative assessments for parents which clearly identify each child's next steps. The staff know the activity planning systems exceptionally well. The manager has plans to review the systems to streamline them. The individual children's records show that the majority of children are making excellent progress towards the Early Learning goals and are developing some excellent skills for the future.

Children eat in the nursery's separate dining room. Food is cooked on the premises in a kitchen which is solely used to prepare food. Staff have their own facilities in the staff room. The meals prepared are wide and varied and cater for individual children's dietary requirements. Children serve themselves at meal times and can pour their own drinks. Water is readily available throughout the nursery at all times. Children are good at using the self care and hygiene processes that are in place. They are involved in recycling items into different bins indoors as well as in the garden. They have a good understanding of the different clothes needed for the different weather when playing outside and why they need to apply sun creams. Children are beginning to adopt a healthy lifestyle because the nursery procedures promote healthy eating and active play. Children have a good understanding of the nursery rules which help them to understand about sharing and taking turns. They generally play well together and are co-operative with staff. They like to help tidy up and are encouraged to treat their toys with respect. By initiating some of their own activities they make a positive contribution to the setting because they often enhance the play for other children. All children receive regular praise and encouragement from the staff and as a result are made to feel valued.

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	1
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	1
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	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