

# Rainbow Little Waltham

Inspection report for early years provision

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**Unique reference number** EY279472  
**Inspection date** 04/03/2011  
**Inspector** Patricia Champion

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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 Little Waltham is a privately owned nursery that follows the Montessori approach when supporting children in their learning. It opened in 2004 and operates from the large hall within a sports and social club in Little Waltham, Essex. All children share access to a secure, enclosed, outdoor play area and also have use of the large playing field. A maximum of 20 children may attend the nursery at any one time. The nursery opens five days a week during school term time. Operating times are from 9am until 3.30pm.

There are currently 46 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs six staff, of whom five of the staff, including the manager hold appropriate early years or Montessori qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Rainbow Little Waltham provides effective care and education within the Early Years Foundation Stage. The staff know each child well and create a safe and welcoming environment that promotes positive attitudes and effective learning. Consequently, children of all abilities make good progress and their unique needs are met. The registered providers and staff team are very aware of the strengths of the nursery and identify areas for further development. They have high aspirations and their monitoring of provision is generally rigorous so that the setting has good capacity for further improvement.

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

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

- review staff's training needs and develop the programme of continuing professional development
- update the written policies and procedures to ensure that they are all in line with the guidance of the Early Years Foundation Stage.

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

All the essential documentation that promotes the welfare and safety of the children is readily accessible for inspection. The procedures for safeguarding children are implemented effectively. Staff have a sound knowledge of the local safeguarding procedures and clear understanding of signs and symptoms that would concern them. Therefore they are committed to keeping children safe from harm and neglect. Staff complete the necessary background checks to ensure that they are suitable to work with the children. Security is given high importance and staff are deployed efficiently to ensure the safety of the children both indoors and outside. Annual risk assessment and daily checks are carried out to ensure the premises, play equipment and activities are safe for the children attending.

Staff have a good understanding of both Montessori educational philosophy and the Early Years Foundation Stage. They understand the benefit of high quality, practical learning opportunities to support children's development. Children benefit because the hall is attractively arranged with plenty of free floor space between activities and play areas. This allows the children to move around freely. The equipment is of exceptional quality and toys are cleaned regularly. The staff team use the process of self-evaluation to regularly reflect on their practice and adapt the provision to enhance the learning programme. There is a system for monitoring staff performance. However, this appraisal system is not yet consistently used to review the staff's training needs or encourage their continuing professional development.

All children are warmly welcomed into the nursery and valued as individuals. The staff embrace children's abilities and differences and encourage them to gain an understanding about the world they live in. Artefacts and play resources help to provide positive images of diversity. Children learn to use sign language as part of their everyday experiences. They take part in festivals and traditional events from different cultures, sometimes drawing on parent and carers experiences and background to develop their understanding. There is a positive system in place to support children with special educational needs and/or disabilities or those who speak English as an additional language.

Parents speak very positively about the nursery and appreciate the good communication and commitment of the staff team. All the policies and procedures for the setting are shared with parents keeping them informed about the care their children will receive. However, there is potential for misunderstanding as some of the written policies and procedures have not yet been updated to reflect current practice and the guidelines of the Early Years Foundation Stage. Partnerships with external agencies, nurseries and schools are becoming well established. The nursery makes good use of the local school playground for weekly visits to enhance children's learning and to assist their transition into full-time education.

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

Children are settled and happy within the calm, caring atmosphere of the nursery. They develop trusting relationships with the staff, who show them that they are important and valued. Children make independent choices from the resources stored on low accessible shelves and select activities that are at their level of development to enable them to achieve. They quickly learn the routine of returning their activity to its original place when they have finished playing with it, therefore enabling their peers to have their turn. Children are confident individuals and enjoy learning and developing new skills such as sequencing numbers, transferring materials from one container to another through pouring or using tongs and pipettes.

Children are becoming confident communicators. They show great interest and excitement when showing visitors photographs and written accounts about Barnaby the teddy bear they take home to share adventures with their parents. The staff are very proficient at talking to children, questioning and encouraging them to talk and think. Children are keen to express their ideas through discussion, drawing, painting and mark-making. Sandpaper letters are used help children learn about forming letters in a set way to support their handwriting. Consequently, children are making good progress in developing the skills they need for future learning.

The effective key worker system enables staff to get to know the children extremely well. Assessing children's learning and development is a strength. Key persons make regular observations, building up a clear picture of children's progress that is regularly shared with parents and passed onto reception teachers. The outdoor area at the rear of the hall is used to enhance children's physical development and knowledge and understanding of the world and they use the field for nature walks. Each week visitors to the setting encourage the children to use a greater range of movements. For example, the children take part in music and movement with dance teachers.

Children learn to keep themselves safe as they are encouraged to pick up tripping hazards and learn to use tools such as metal cutlery carefully and in safety. Their behaviour is exemplary and they happily take responsibility for keeping their environment clean and tidy, helping to clean the tables and replacing the puzzles before selecting another. Children develop excellent fine motor skills, persevering and concentrating when using the practical life resources. They successfully spread or cut up their own food or manage their lunch boxes at mealtimes. Good personal hygiene habits are encouraged from the start, so children become very independent and understand the routines and skills needed to maintain a healthy lifestyle.

## 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>	2
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>	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	2

### 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>	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