

Rainbow Nursery

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Liz Owen
Setting address	Scout Corner, Eign Road, Hereford, Herefordshire, HR1 2RX
Telephone number	07866844668
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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*.

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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 is managed by committee it opened in 1990. It operates from community premises near the centre of Hereford city. The setting serves the local area. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 9.15am to 1.15pm term time only.

The nursery is registered on the Early Years register. A maximum of 24 children may attend at any one time. There are currently 31 children aged from two years to five years on roll, some in part time places. Children attend a variety of sessions; the majority also stay for a lunch club. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. This provision is registered on both the voluntary and compulsory parts the Childcare Register.

There are four members of staff who work with the children and students also work on placements. All the staff have early years qualifications, the supervisor holds a BA Honours in Integrated Early Childhood Studies and Early Years Professional status. The setting receives support from the local authority; it is a member of the Pre-school Learning Alliance and has achieved a Quality Assurance award at bronze level.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The organisation and management of the nursery is highly effective in promoting excellent outcomes for children. They make good progress in their learning and development, the learning environment particular outdoors is extensively used. Excellent systems are in place to ensure children's individual needs are respected and they receive a high level of care from the experienced and qualified staff. Exceedingly strong links with parents and carers contribute to children's welfare, care and learning. Successful steps are taken to monitor and evaluate the practice used within the nursery in order to develop high quality care and education for all children.

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 systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded, with high-quality, robust policies and procedures that are shared with parents. The staff keep up-to-date with safeguarding procedures through regular training. There are very effective procedures in place for identifying any children at risk of harm and liaising with the appropriate child agencies. Children's welfare is protected by the recruitment and vetting arrangements which ensure all adults with unsupervised contact to children are suitable to do so. Children's welfare and safety is well managed, the staff team keep the premises very secure and supervise the children well at all times. Detailed risk assessments are carried out on the premises, activities and outings. Information relating to health and safety aspects of the activities children are involved in are included in the daily planning documents. Consequently, staff are well aware of specific safety implications relating to the activities they prepare for the children. As a result of the effective hygiene practice used by staff and a high regard for children's health and well-being, the risk of cross-infection is minimised and appropriate steps are taken to deal with accidents and manage the administration of medication.

The staff and children benefit positively from the excellent leadership and management of the nursery. The committee, made up of parents fully supports the day-to-day work of the supervisor and staff. The professional development of staff is encouraged through training. The supervisor values the work of the staff and uses their strengths effectively to enhance the quality of the provision provided for children. The daily organisation of the nursery is exemplary resulting in well motivated, busily engaged children who have exceptional opportunities to learn through meaningful and practical experiences. The use of the outdoor environment fully enhances outcomes for children and plays a key role in extending children's learning and development. Consequently, children are becoming capable, confident and self-assured.

The nursery has developed a highly positive relationship with all groups of parents and carers. They are kept updated about events in the nursery and their child's progress through daily verbal discussions, regular newsletters and parents information board. They have excellent opportunities to share and contributed to children's learning and development records. All parents and carers are made welcome and invited to join in with all aspects of the nursery. For example, parents are invited to 'stay and play' or to share a talent or skill they may have with the children. There is a strong community spirit which helps children develop a sense of belonging within the group and the wider community. Each term children and parents help prepare a community meal which they share and end of term celebrations also involve parents with the nursery. Parents speak very highly about the nursery particularly in relation to the range of activities provided and the quality of care children receive. The supervisor is committed to working in partnership with others and has established links with other professionals and practitioners. Although these links are in place they are not yet fully effective in ensuring all information is shared. The supervisor uses her experience of child care and development to communicate effectively with other agencies and professionals

and to seek advice and guidance when concerns have been identified.

The management committee and supervisor have high aspirations in regard to providing high-quality care and education for all children. Recommendations made in the previous inspection had been successfully addressed. Systems to monitor and evaluate the quality of the provision have included the views of staff and parents. Their views are sought on all aspects of the provision which enables the management set measurable targets for ongoing improvements which are beneficial to the children.

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

Children flourish and become competent learners because of the high level of support and the excellent range of learning opportunities provided. Outcomes for children are clearly attributed to the learning experiences, particularly those that take place outdoors. Children spend considerable time outdoors on self-chosen tasks which provide excellent opportunities for them to investigate and explore using their natural curiosity. The free flow system between indoors and outdoors allows children to choose when to go outside. All children take full advantage of playing outdoors during some part of the session; for instance digging in the garden, riding bikes or using the climbing and balancing equipment. They are benefiting from the fresh air and exercise. Children grow their own fruit and vegetables in the garden as part of a healthy eating programme, they help prepare snacks and talk about healthy choices in eating and drinking. They develop their understanding of personal hygiene through self-care routines.

Staff have been trained to use the outdoor environment to offer physical challenges and opportunities for physical activity while maintaining children's safety. Children use a range of small and large equipment competently and appropriately. They play imaginatively working in small groups on shared tasks or independently engrossed in their own play. A regular activity is the setting up of a fire pit. This helps children learn to follow rules and codes behaviour in relation to safety. Children are involved in assessing whether it is safe and suitable for the fire to be lit. They learn the importance of not crossing the circle around the fire pit and not to bring large pieces of equipment into the area. Children thoroughly enjoy their snack time seated around the fire pit eating sausages and vegetables and having warm drinks.

The activities provided indoors link well to the six areas of learning. Children choose activities they want to be involved in. They become busily engaged independently selecting resources they need, such as, scissors, glue and glitter to complete a craft activity or sharing an activity with a member of staff, such as, exploring the texture of cornsilk or listening to a story. Children are developing good skills for the future. They use language well to communicate and express their own needs and ideas. The well-stocked book area and readily available mark making resources help children make progress in relation to literacy. Children use equipment, such as, blenders, toasters, cameras and tape recorders in practical

and meaningful ways. Children are becoming independent learners; the staff effectively support children's problem-solving, reasoning, listening and communication skills. The excellent interaction between staff and children contributes to them acquiring new skills and understanding. They are making good progress towards the early learning goals and some children are making very good progress.

Children's individual interests and styles of learning are taken into account when providing learning experiences. The children are involved in the planning process adding their ideas to mind maps which provide the basis for the planned curriculum. Staff are skilled in using the observations carried out to plan and provide activities which help children move to the next stage in their learning. Additional help and support is provided for children with special educational needs and/or disabilities and those speaking English as an additional language.

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	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	1
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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

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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