

# ABC Rainbow Day Nurseries Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	402033
<b>Inspection date</b>	25/03/2011
<b>Inspector</b>	Lisa Paisley
<b>Setting address</b>	40 Eastwood Road, Rayleigh, Essex, SS6 7JQ
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<b>Email</b>	
<b>Type of setting</b>	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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## **Description of the setting**

ABC Rainbow Day Nursery opened in 1984. The setting operates within a two storey converted residential house with a purpose built baby unit . It is situated within walking distance of schools and shops in Rayleigh, Essex. All children share access to an extensive secure garden play area. A maximum of 46 children may attend the nursery at any one time. The nursery opens five days a week all year round with the exception of Bank Holidays and the Christmas week. Opening times are from 7am to 7pm, Monday to Friday.

There are currently 94 children aged from nought to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, part-time or full days. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 18 staff, and all of the staff, including the managers, hold appropriate early years qualifications. There is currently one staff member working towards a recognised level three qualification and three staff members working towards a Foundation Degree in Early Years. The managers hold Foundation Degrees and one manager holds the Early Years Professional Status (EYPS). The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

There are outstanding outcomes for children in the early years age range as staff have an exceptional understanding of the Early Years Foundation Stage, the developmental needs of young children and their individual learning styles. Children's participation and personal contributions are exceptionally encouraged, promoting children's confidence and emotional development. The nursery is fully inclusive as all areas of play are exceptionally organised, inviting and welcoming for all children. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop self-evaluations to identify and track progression.

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

All required documentation including children's details, staffing information and policies and procedures are in place and are exceptionally maintained for the safe and effective management of the nursery. Effective and robust recruitment and vetting procedures, for example, criminal record bureau and health checks are effectively implemented ensuring all adults working with the children are suitable. Children are extensively safeguarded as all staff know the procedures to follow in the event of a safeguarding concern. All staff attend safeguarding training and there is a named safeguarding officer for the nursery, further protecting children. Staff have a very good understanding of 'safe working' practices. This includes the storage of mobile phones nappy-changing procedures and adhering to the social networking policy. Risk assessments are comprehensive and are extensively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the nursery. Very good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children. Consequently, children's welfare is extensively promoted.

The organisation of daily routines, resources and staffing ratios are outstanding, this ensures that children are well cared for and that continuity of care is extensively promoted. There are very good systems in place for the transitions in the day such as mealtimes and sleeping arrangements and this ensures that all children across the age range are settled, calm and effectively looked after. The nursery is an inclusive environment as reasonable adjustments are made to support children with any additional requirements. The managers and staff are exceptionally committed towards providing very good early years care and play experiences as they use reflective practice to implement change when identified. The staff team is very good. There is strong team morale and they are a very caring and supportive team. There are regular team meetings and appraisals, ensuring that communication is very effective and that staff have a very good understanding of their role. Future plans includes expanding further the garden area, developing a recycling centre and greater integration of the Reggio Emilia curriculum within the nursery. Self-evaluation has been developed. However, further review is required to ensure progress is clearly identified and effectively tracked.

Partnership work with both parents and other agencies is outstanding. The nursery promotes extensive open dialogue with parents as they endeavour to support children's and family's needs. There is very good verbal and written communication between parents and staff, as staff are attentive to listening to parent's requests and concerns. The noticeboard and regular newsletters further update parents about the nursery and the parent forum provides further opportunities for communication. There are very good procedures for settling new children into the nursery, including settling-in visits, ensuring transition is successful for both children and families. Parent's complementary comments include 'a great nursery, children are exceptionally well cared for and staff are very professional in their approach'. Very good systems are in place with those delivering the Early Years

Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

The nursery successfully and effectively combine the learning and development requirements with the Reggio Emilia curriculum and an implicit promotion of natural materials to provide children with extensive and exciting play and learning opportunities. Planning, observations and assessment arrangements are cyclical and are fully linked to children's developmental profiles. Planning successfully incorporates children's individual needs and interests, for example, the zoo topic for younger children and the farm and hibernation projects for older children. Children's individual profiles provide an extensive, rich textual narrative of children's developmental progress. Children's profiles are linked to the developmental framework, tracking their progress across the six areas of learning. Overall, children are making very good progress towards the early learning goals given their capabilities and starting points. There is an excellent range of resources, posters and play equipment that reflects cultural diversity. Children learn about the wider world through daily routines and planned celebrations. These include Christmas, Holi, Diwali, Bonfire Night and Easter. Additional celebrations and events include Red Nose Day and children's birthdays, further promoting positive contributions and self-affirmation.

Children are extremely happy, settled and self-motivated in the nursery environment as they are provided with a very good balance of child-spontaneous play and adult-initiated activities which successfully capture children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment and they enjoy participating in a very good range of play experiences. Staff are consistently purposeful and instructive in their interactions with the children, promoting sustained and shared thinking, for example, discussions include shops and giants and looking for insects. As a result, children's play and learning is consistently consolidated and extended. Staff that care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, for example, during nappy changing, mealtimes and sleeping arrangements. Staff in the baby room have recently implemented the 'Baby Kitten' scheme enabling staff to pick up baby visual clues, improving the quality of communications with babies and therefore extending young children's learning. Babies and young children have extensive opportunities to use an excellent range of treasure baskets, enabling them to explore and experiment with the properties and elements of natural materials.

Children are inquisitive and independent learners as staff promote children's competences through daily routines and play experiences. As a result, children's self-help skills are very good. All children are making excellent progress in their language and communication skills as the staff successfully create a language-rich environment that encourages children's self-expression and imaginations. As a result, children are confident talkers using a very good range of descriptive

language as they talk about their experiences, for example, such as visits to the synagogue and Rayleigh Mount. The very good selection of story and information books that are culturally diverse offers both instruction and delight for all children. Problem solving, reasoning and numeracy is an integral part of children's learning as it is promoted and embedded within daily routines across the age range. This includes number rhymes, matching and identifying objects and also laying out place settings for dinner. The very good selection of resources across the age and number displays further supports children's learning in number skills.

Children's behaviour is excellent as they model staff's considerate, polite and caring approach to managing children's behaviour. Staff consistently and patiently remind children of the rules, for example, to share with their peers and wait for their turn. Staff also offer lots of praise, reward and encouragement to support and motivate the children. Children enjoy exploring an excellent range of creative activities. For example, the babies enjoy the sensory experience of body painting and dry pasta play, while the older children enjoy sand, water, painting and play dough. The outdoor area provides a very exciting and exceptional play space for children to explore energetically as they step onto and jump off low wooden logs, ride tricycles, play with hops and balls. They also learn about the natural world as the designated allotment and sensory area provides children with exceptional opportunities and experiences. Children help the nursery gardener in maintaining the allotment as they learn about the growing of fruit and vegetables. They also enjoy observing and exploring the natural world, for example, playing with mud and digging for worms and observing them under magnifying glasses. Children also have trips the local library park and florist, providing opportunities for children to learn about the local community, and there are regular visitors to the nursery including police officers and nurses.

Children being safe and promoting healthy lifestyles is outstanding as these are integral practices within the nursery. Children know about their own personal hygiene through daily routines and play experiences. Staff also talk with children about taking 'safe' risks when playing in the garden. All children wear appropriate clothing when playing outside, for example, Wellington boots and heavy winter coats during the winter months and sun cream when playing outside in the summer. Children practise regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. Older children walk confidently and safely up and down the stairs to their play room. Very good nappy-changing procedures for babies and young children and staff ensure that they are sensitive when changing children and babies. Meals and snacks are healthy and nutritious as the food is prepared on site, vegetables are provided from the allotment and they ensure all food is low in sugar, salt and fat content. Children also make their own lunches, developing skill and independence. Excellent systems are in place to support children with dietary needs. This includes obtaining all the information, writing detailed care plans and regular review of children's dietary needs. Overall, their health and wellbeing is extensively promoted.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	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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