

Little Rainbows Nursery

Inspection report for early years provision

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Inspector	Adelaide Griffith

Setting address	Coppice Primary School, Trinity Road, SUTTON COLDFIELD, West Midlands, B75 6TJ
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Little Rainbows Nursery was registered in 2009. The setting operates from purpose built facilities at Coppice and Langley Schools in Sutton Coldfield, West Midlands. It is open each weekday from 08.00am to 6.00pm. The setting is open all year round except for one week at Christmas. An outside play area is available.

The setting is registered on the Early Years Register. A maximum of 35 children may attend the setting at any one time. There are currently 54 children on roll aged from two to under five years, some in part-time places. The setting is able to support children with special educational needs and/or disabilities. The setting is also able to support children who speak English as an additional language.

The setting employs seven staff including the manager. All staff hold appropriate early years qualification to at least National Vocational Qualification (NVQ) Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides an inclusive environment in which children make considerable progress in their learning and development. Children's welfare is substantially safeguarded and their well-being is superbly promoted. The highly effective partnership between parents, other providers and agencies ensure that children's individual needs are addressed thoroughly. The rigorous self-evaluation process results in many changes that significantly improve outcomes for children. The management is committed to maintaining continuous improvements that benefit all children and their families.

What steps need to be taken to improve provision further?

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

- review current self-evaluation processes to monitor the effectiveness of all improvements made for the benefit of all children.

The effectiveness of leadership and management of the early years provision

The nursery benefits from very strong leadership and management. The manager has built a cohesive, enthusiastic team that is focused on promoting children's care and learning successfully. Rigorous recruitment procedures ensure that all adults are suitable to work with children. This is reinforced by a comprehensive induction process. Timely review of performance contributes to a training needs analysis to maintain the staff's knowledge of recent initiatives in the early years sector. A skills audit is used to identify areas for professional development. Some staff are

qualified to degree level and others are working towards the Early Years Professional Status. Children's welfare is unmistakably safeguarded due to the meticulous implementation of policies and procedures, for example, the administration of medication.

The management has a sense of purpose that is focussed on providing a safe, stimulating environment for the children. Staff are confident in their roles. Consequently, they enable children to thrive in their learning and development. Staff consistently evaluate the strategies used to promote children's learning and have reorganised the physical environment to increase access to resources. They have also created a free-flow system that provides opportunities for children to benefit from learning experiences, inside and outdoors. Staff have reorganised the outside area to create facilities for planting and growing seeds to promote children's awareness of sustainability in the environment. The management has made a raft of improvements in a relatively short period but the full impact of some changes on the children are not yet identified.

The manager and staff work extremely well with parents with whom they have built trusting relationships. Communication is maintained through daily feedback of children's experiences, monthly newsletters and a parents' board. This means that parents are consistently kept abreast of changes and events in the setting. Parents express great satisfaction with the standards of care and the progress in children's development, for example, their concentration and social skills. Parents also value the management's acknowledgment of their input in their child's learning and they make effective use of the book lending facility. Records of children's progress are shared with parents who are invited to work with the staff to identify priorities for their child's learning. Parents' involvement in the nursery is actively welcomed and this is recognised in several ways. For instance, some parents have contributed vegetable seeds and flowers for growing activities.

There is a firm commitment to include all children in activities according to their ability. Children are highly valued and the staff nurture their potential to an optimum level. The key worker system works for the continual benefit of the children because staff make time to support children on an individual basis and in small groups. The setting has a very strong ethos of building children's confidence, independence and language skills. Staff are proactive in their work with other providers. They collaborate extensively with the schools on-site to provide exciting activities that promote children's learning admirably. Links with external agencies are well established and these contribute to children's care and learning substantially.

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

Staff create a dynamic environment in which children have opportunities to learn according to their preferences. Daily occurrences are used to promote learning so that children gain a real sense of the world around them. The arrival of a fire engine on the site stimulates children's interest to such an extent that staff plan activities to help them learn about keeping safe and about the roles of people in

the community. Children explore in a variety of contexts. A walk through the forest promotes their ability to differentiate a range of sounds. Staff promote critical listening to enable children to note background noises which are different from the sound of birds and the specific sounds created by workmen using tools.

Staff use a wealth of strategies to achieve desired outcomes. Threading activities, the use of pegs to retrieve very small items, the putting on and taking off shoes ensure children develop their small muscle skills. These combined activities form the foundation for children to master the skill of using pencils effectively. Staff carry out frequent observations which identify the stage of development for each child and they use the information gained to plan further for individual learning. They follow the Early Years Foundation Stage guidance consistently, and they are skilled at adapting activities according to children's stage of development. For instance, some children recognise letters in a range of contexts whilst others write their names.

Children's natural curiosity is channelled purposefully because the staff are committed to providing enjoyable learning experiences. Children's questions about plaster casts are used as a springboard to develop their understanding. Staff resourcefully plan to extend children's awareness of the body. The selective use of videos and books and opportunities using creative examples of bones contribute to their learning. These help children to grasp the picture of bones in their bodies and some children demonstrate their understanding by locating these on themselves. Owing to the visit by the health caravan children gain a holistic view of adopting healthy lifestyles. The imaginative implementation of procedures raise their awareness of a range of healthy foods, the value of dental hygiene and the benefits of exercise.

Children are developing an accurate understanding of other cultures and disabilities due to the implementation of related activities and the provision of resources. Children are learning to respect their peers. This is reinforced consistently by the staff who are commendable role models as they address children and other adults politely. Children are encouraged to share resources and to take turns during activities. They are well behaved because staff encourage good behaviour through frequent praise for effort and achievement. Children's independence is promoted through all daily routines. For instance, on completion of a play activity at the sand tray two children spontaneously fetch brushes and pans and sweep up the sand that is spilt. The innovative implementation of activities support children immensely in their progress towards the early learning goals.

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	1
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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