

# Rainbow Nursery @ Little Forest Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY363173
<b>Inspection date</b>	13/05/2011
<b>Inspector</b>	Stacey Sangster

<b>Setting address</b>	Little Forest Childrens Centre, Friars Way, TUNBRIDGE WELLS, Kent, TN2 3UA
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<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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2007. It operates from a purpose built building in the Children's Centre in Tunbridge Wells, Kent. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged under eight years may attend the setting, all of whom must be in the early years age range, with no more than nine children aged under two years at any one time. The nursery is open each weekday from 8am to 6pm, all year round. All children share access to a secure enclosed outdoor play area. There are currently 63 children on roll, all of whom are within the early years age range and who attend a variety of different sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 10 members of staff who work with the children and all but one holds a relevant early years qualification. Four members of staff have a National Vocational Qualification (NVQ) at level 4 and two have a NVQ at level 3; two staff currently have NVQ at level 2 are working towards a NVQ at level 3 and two members of staff are in the process of completing a foundation degree. The nursery liaises with the Children's Centre and the main school. There is a ramp which facilitates wheelchair access to the building.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are supported well in the busy nurturing atmosphere of this setting. All children are progressing well given their starting points and most of the systems in place support the practitioners effectively to meet the educational and care needs of each individual child. The setting staff are prompt to address any weaknesses in the provision that they or others identify and are committed to building on their strengths. As a result the settings capacity to continually improve is strong.

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

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

- ensure continuity and coherence in the delivery of the Early Years Foundation Stage by establishing effective partnerships with all other providers where a child attends more than one setting.
- increase the frequency of benchmarking children's progress against the Early Years Foundation Stage so that the prompt identification of any emerging gaps in children's development can be identified and addressed

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

Safeguarding arrangements are given high priority by this setting and help to ensure that children are cared for in a safe and secure environment by suitable people. Recruitment procedures are robust and systems are in place to ensure that no unvetted person is permitted to have unsupervised access to the children. The arrangements for ensuring that the correct ratio of adults to children are in place, has been revised and this is now effective in ensuring that sufficient staff are deployed.

The staff have a good understanding of child protection issues and are clear about the procedures to follow should they have any concerns about the welfare of a child in their care. Risk assessments are thorough and the environment is checked regularly to ensure that any identified hazards are appropriately minimised. The record of the risk assessment is being kept in line with requirements.

All children are recognised as unique and information gathered from parents before they join and during their time in the setting supports the practitioners in meeting each child's individual care needs.. Arrangements to gather information from parents in relation to children's educational starting points and what parents observe that their children can do at home, are emerging. This partnership working with parents has a positive impact on the rate of progress that children make. Parents are offered opportunities to extend their knowledge of the Early Years Foundation Stage at parent evenings where the curriculum is explained and discussed in detail.

The arrangements for forming partnerships with other child care providers, i.e. when children attend more than one setting, are variable in their success. While some are working well, others are not yet fully effective in enabling continuity and coherence in terms of what both settings offer a child.

Resources in this setting are plentiful, well maintained and organised to support children to access them safely and independently. The range includes some that positively promotes diversity and children from a wide range of backgrounds are able to see images which they can relate to themselves or their families.

Resources are used effectively by practitioners to support progress and learning in all six areas of learning. Staff observe children and track their progress, however the benchmarking of how well children achieve against the Early Years Foundation Stage is undertaken periodically rather than continuously. This reduces the ability to promptly identify emerging gaps if these arise in children's skills and learning.

The staff are sufficiently well qualified and experienced to note any significant gaps and if these are identified, targeted support is offered to address this. The arrangements in place make a positive impact on children's attainment and as a result all children in this setting make good progress, given their ability and starting points, in all six areas of learning.

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

Welfare arrangements support the children and promote their general wellbeing. A range of policies and procedures outline how the setting aims to meet the needs of the children in line with the requirements of the Early Years Foundation Stage. Children's health and safety is supported; for example, by agreements with parents that they will not bring their children to the setting if they have an infectious illness. Parental requests to administer medication are made in writing and provide sufficient information to enable the setting to give the correct dose at the time needed.

Children demonstrate through their actions that they feel safe in this setting. They approach staff without hesitation and are reassured by the presence of their key worker when meeting visitors to the Nursery for the first time. The children show excitement on arriving at the setting and on occasion disappointment when they realise it is time to go home.

Children are developing a good understanding of what constitutes a healthy lifestyle and how this impacts on their life. They are keen to play outside in the fresh air and engage enthusiastically in active energetic play. They are familiar with the hygiene routines which support their health, such as hand washing and can be heard to discuss the need to wash the germs off their hands after using the toilet. They are supported to recognise which food are healthy and which need to be eaten in moderation, and enjoy trying new foods, some of which they grow themselves in the garden.

The behaviour of children in this setting is good. They understand the expectation of the practitioners and are able to tell visitors, when asked, what the things that they are allowed and not allowed to do are. Kindness, cooperation and helpfulness all receive high levels of praise and can be seen demonstrated by most children routinely. Older children are skilled negotiators and can often resolve minor disputes without adult intervention; for example deciding whose turn it is to next use a popular piece of equipment in a fair manner. Children are respectful of each other's opinions and abilities. Children can be seen to help each other and work cooperatively in small groups.

The setting is committed to supporting children to develop positive attitudes towards the diversity of people within the local environment and the wider world. Appropriate resources such as books and puzzles that reflect diversity are available. The children are extending their knowledge of the wider world from taking part in topics which look at festivals which are relevant to them and others which are relevant to the wider community. in which they live,

Children very much enjoy their time in this setting. The atmosphere is one of busy and purposeful play, with children fully engrossed in the activities on offer. The children are growing in independence, confidence and self esteem, because of the support that they receive from the caring staff. The children are developing the

skills needed to support their future learning and are prepared well for their transition to primary school and beyond.

## 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