

Raunds Rainbow Day Nursery School

Inspection report for early years provision

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Inspector Anne Archer

Setting address 46 Cartrill Street, Raunds, Wellingborough,
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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

Raunds Rainbow Nursery School opened in 1995. It operates from a detached house set in its own grounds in the east Northamptonshire town of Raunds. All children have all year round access to a large, secure garden for outdoor play. The nursery is open from 7.45am to 6pm each week day all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of forty children, including eight of school age, may attend the nursery at any one time. There are currently 30 children in the early years age group, of whom 24 receive funding for nursery education. In addition, nine children attend the after school club and play-scheme.

The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery has two co-owners and four staff, all of whom hold recognised qualifications, except for one who is working towards a qualification. The nursery also enjoys the support of two part-time volunteers. It receives support from local authority advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children at Raunds Rainbow Nursery School participate in a rich and varied programme of learning experiences and opportunities, enabling them to make outstanding progress towards the early learning goals given their starting points and capabilities. Their care and well-being is also exceptionally well supported in the calm and supportive, yet highly stimulating, environment. Safeguarding children is given the highest priority and the implementation of policies and procedures, which are individual to the setting, is robust. Relationships with parents are professional, while being friendly, and valued by both parties. Partnerships with other agencies are well established and provide excellent support for those children with additional learning needs. Although established and working well with feeder schools, links with other providers of the Early Years Foundation Stage may not support children's progress as much as they could do. Staff in this nursery know the children very well and, as a result, manage their individual needs extremely successfully. The owners and staff work together to ensure self-evaluation procedures work well to effectively bring about continually improving practice to further benefit the children attending.

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 the system used to share information with other Early Years Foundation Stage providers to enhance continuity of care and progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is absolutely secure because the adults working at the nursery at all levels have a very good understanding of their responsibilities in relation to child protection, and are highly skilled in keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is highly commendable.

Policies and procedures are reviewed by owners and staff very regularly to ensure that the safeguarding and welfare of children is a priority. Recruitment and induction processes ensure that staff are suitable to work with children and staff are very loyal to the provision. Volunteers are checked for their suitability to be with children and supervised. There are very secure systems practised in relation to the collection of children by appropriate adults and the monitoring of visitors.

The co-owners and staff conduct regular risk assessments on all areas of the nursery and equipment that children may come into contact with and updates them appropriately. Constant visual checks throughout the day ensure that the risk of any potential hazard is reduced. Staff support children in their learning to keep themselves safe by, for instance, teaching them to use tools and equipment properly and by incorporating road safety and stranger danger learning into their play as the opportunity arises.

Staff take very effective steps to promote children's good health and well-being and robust procedures are in place to prevent the spread of infection and to care for children if they become unwell. Training plans ensure that first aid certificates are renewed when necessary. Varied, nutritious meals and snacks are prepared and cooked by the co-owner, taking into account children's dietary needs and preferences.

The effectiveness with which the nursery promotes equality and diversity is excellent. The co-owners have high aspirations for quality and a strong commitment to equality, for everyone. The methods used within the nursery to support children's learning are practised by all staff and consistently improve outcomes for children. Positive behaviour management strategies are very well implemented and significantly impact on children's well-being.

The effectiveness of the nursery's engagement with parents and carers is outstanding. Relationships are both positive and well established, enabling staff to be fully informed of children's changing needs. Parents are frequently asked for their views and are keen to give them. They are kept very well informed about their children's achievements, well-being and development, both verbally each day and through diaries, regular progress reports, newsletters, parents evenings and other events throughout the year. Parents are encouraged and enabled to

contribute to their child's ongoing assessment by sharing what they know about their child's progress, development and experiences. Partnerships with other agencies and providers of the Early Years Foundation Stage proactively encourage information sharing to ensure that each has all the necessary details available to make informed decisions about children's next steps. This works well in most cases.

The nursery accommodation has been adapted and is very well suited to its purpose. The forward-thinking co-owners use space well, particularly outdoors, to maintain a highly stimulating learning environment in which all children make excellent progress. The recommendations from the last inspection report have been well met to improve outcomes for children, and further improvements are planned to enhance children's learning potential. Resources, including staff, are of high quality, plentiful and suitable. They are used very effectively to support children's ongoing learning and development. The co-owners take steps to ensure resources and the environment are fully sustainable.

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

Children are excited when they arrive at nursery to find out what experiences and opportunities are on offer. They are confident in their surroundings while showing trust and contentment in the presence of the staff team. Children make choices about the activities they participate in. While planned activities reflect their interests and learning needs, any new ideas and interests are picked up quickly by the staff and incorporated into the day. This results in the weekly planning being flexible and very much linked to children's individual needs.

Children feel valued and develop a strong sense of security in the warm, caring environment. Children clearly enjoy the attention of their carers and show by their behaviour and mannerisms that they feel safe. They show by their actions that they understand nursery rules and boundaries and behave exceptionally well.

Children quickly adopt health and safety routines, with sensitive support. Three and four-year-olds understand why they must wash their hands at certain times and even the youngest children know about sun care and how to dispose of used tissues.

Outdoor play is a very important part of the learning programme at this nursery and, while experiences and play opportunities in the garden support children in all areas of their learning, their physical development is exceptionally well supported. They participate in spider races, develop negotiation and balancing skills on the apparatus and dance around the garden, catching bubbles.

Children enjoy well-balanced, nutritious meals and snacks and are encouraged to help themselves from serving dishes and to support their younger friends. All children play a full and active role in their learning by showing great curiosity and a desire to explore. For example, during an activity about mini beats in the garden, children looked under tree stumps, behind structures and inside trees to see what

was living there. They talked about habitat, eating needs and longevity during their explorations.

Children play independently and in small groups, often supporting each other. Staff ensure that younger children who prefer to play alone or watch their older friends for a time, are happy and content, such as when children were running in and out of the water spray using the umbrellas to keep themselves dry.

Older children listen attentively to stories about animals and take part in discussions about what they have heard, while younger children prefer to look at a book on their own. Children join in enthusiastically with games and songs such as 'What's the time Mr Wolf'. Children develop skills to support their future learning as they make excellent progress in communication, literacy and numeracy and skills linked to communications technology. They do this in a truly supportive environment where each child is made to feel special.

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