

# Rainbow Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY221842
<b>Inspection date</b>	10/02/2011
<b>Inspector</b>	Susan May

<b>Setting address</b>	19 Craven Road, Reading, Berkshire, RG1 5LE
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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).

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**

The Rainbow Day nursery opened in 1989. It operates from a purpose built building and is located outside the Royal Berkshire Hospital in Reading. Children are cared for in three main areas with the under twos base room on the ground level and those for the over two year olds on the lower level. Each base room has its own outside area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. The nursery is registered to care for a maximum of 59 children in the early years of age range and provides day care for children of parents who are employees of the Royal Berkshire NHS Foundation Trust. There are currently 70 children on roll, of whom 26 are in receipt of early years education funding. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional or bilingual language.

The nursery is open Monday to Friday all year round with the exception of Bank Holidays and the days between Christmas and New Year. Core opening hours are 7:30 am until 6:00 pm but children can be cared for from 7:00 am until 6:30 pm by prior arrangement. The nursery is part of the Human Resource directorate and is managed by the nursery manager. A Steering Committee and parent representatives share in the decision-making and running of the nursery. The nursery employs 18 members of staff who work directly with the children. Of these 15 hold appropriate early years of qualifications and two are working towards a qualification. The nursery also employs a housekeeper and administration officer.

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

Overall the quality of the provision is outstanding.

The dedicated staff team provide an exceptional environment where all children are nurtured and staff recognise the uniqueness of each child. Children's learning and progress is excellent in relation to their starting points with most information about children's development comprehensively recorded. Secure, trusting relationships are established that help children develop confidence and a strong sense of belonging within the setting. Very good partnerships have been developed between providers, parents and other agencies to ensure individual children's needs are met and their protection assured. The setting has highly effective systems in place to maintain high standards and ensure continuing improvement. This commitment to continue to monitor and extend practice successfully supports the development of children's care and learning.

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

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

- reviewing the initial system for recording incidents to ensure consistency.

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

The manager and staff form an enthusiastic and committed team who work hard to ensure the children's safety, welfare and well-being. A strong emphasis is placed on protecting children, with robust policies and procedures in place. These are securely understood by the staff who clearly recognise their responsibilities and make children's welfare a priority. Stringent systems are in place to ensure all staff are suitable, appropriately vetted, suitably qualified and have a good knowledge of the Early Years Foundation Stage. Staff are motivated to continually improve their knowledge and skills with reviews held regularly and annual appraisal systems identifying training needs. Staff undertake training from a variety of sources including local authority courses. Comprehensive risk assessments, which are frequently reviewed, are effectively implemented to manage and eliminate identified risks within the setting. All policies and procedures are in place and shared with parents, they are reviewed on a regular basis. All confidential documentation is stored securely.

Parents speak extremely highly of the care and learning opportunities their children receive from the dedicated staff team and the way in which their child's progress towards the early learning goals is explained to them. For example, many parents comment on the informative parents' evenings. Staff have a very good knowledge of each child's background with initial discussions with parents informing them of children's current interests and stage of development. However, on occasion although staff know each child extremely well, recording initial incidents that may give rise to concerns is not always consistent. Partnerships with partners and other agencies are extremely good. The two-way flow of information, knowledge and expertise between all partners is integral to children's learning, development and welfare. For example, through working with the hospitals different departments, local authority and other outside agencies they are able to effectively integrate children with learning difficulties and/or disabilities. This approach uses all partners' knowledge, experience and skills to plan an individual learning experience for all children. Children make extremely good progress in relation to their starting points. Toys and resources are displayed at an appropriate height so that children can access them independently. The setting is child-centred and well organised with an abundance of high quality resources. Staff deploy themselves to effectively support children in their play, yet give them space and time to explore and discover for themselves.

The setting is committed to continuous improvement. Leadership and management of the setting are exceptional and staff have high aspirations for quality which is evident through ongoing improvement. The managers and senior staffs positive attitude and enthusiasm provide strong leadership and direction. Staff are fully motivated and strive to fully meet the complex needs of all children. Self-evaluation takes into account the views of parents/carers and staff. The impact of

this committed approach is evident by its impact on the children.

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

Children are cared for and educated in an extremely supportive and stimulating environment. All staff have an excellent knowledge of the Early Years Foundation Stage and use this knowledge to plan a stimulating and interesting learning environment for all children. Staff make comprehensive observations and assessments of the children's development monitoring their progress in all areas. Regular parents' evenings, daily verbal exchanges and newsletters ensure parents are kept informed of children's progress. Staff record children's progress in their development records, use these to inform future planning and share them with parents requesting their input to provide coherence and continuity in the children's learning...

Children enjoy the outdoor environment, where they have great fun digging and planting a range of vegetables and flowers using the recently acquired greenhouse, this provides opportunities for children to explore the natural environment. The nursery is a workplace nursery for a busy multicultural hospital and there are many different religions and cultures represented, to extend children's experiences of the wider world staff celebrate festivals and other cultures drawing on a wealth of knowledge from parents. An excellent range of resources promoting equality and diversity is available. Children initiate their own play as they self select resources, play out doors daily and during the warmer months enjoy free flow play, benefitting from the wide range of stimulating activities both indoors and out. A balance of child led and adult directed activities is offered throughout the day for example, children thoroughly enjoy sharing stories and circle times with staff and their peers, tell each other their thoughts and feelings and have favourite stories they want to read again and again.

Designated construction areas provide opportunities for children to problem solve as they build roads, towers and houses, with a selection of large and small construction resources. Number recognition is promoted as children play at tables covered with brightly coloured numbers, sing counting songs and rhymes and count out the mini people onto scales talking about heavy and light as they balance the scales. Children develop control and coordination as they play with malleable materials such as play dough, use cutlery, paint, crayon and draw and have access to resources such as threading beads. Creative development is promoted throughout the nursery from the very youngest children who have the opportunity to explore their senses with a variety of resources offered to them, to the older children who freely access a range of arts and craft materials including collage, junk materials, paints and crayons. Children have access to I.T equipment, computers and simple electronic game appropriate to their age; for example, babies and very young children enjoy sound and light toys, while older children access computers with simple software

The staff give careful consideration to children's safety at all times and gentle

reminders to follow safety rules, ensure children are able to move around freely and safely. For example, staff remind children to walk indoors and watch out for other children as they move around the outdoor area, developing children's awareness of how to keep themselves safe and have consideration for others. Staff promote children's understanding of their own self-care and the importance of good health, through extremely good hygiene routines, frequent opportunities for fresh air and freshly prepared meals. Drinking water is freely available. Extremely good hygiene measures are in place to help children to stay healthy; for example, safe and hygienic nappy changing procedures help prevent the spread of infection.

Children are competent and sociable. They are lively but behave well, demonstrate positive behaviour and develop very good self control as they begin to show an awareness of responsibility within the setting. Their work is valued and displayed attractively, praise frequently given by staff for their achievements. Children say please and thank you, showing concern for each other as they readily share and take turns. Children play a dynamic role in their own learning and offer their ideas and respond to challenges with enthusiasm, this helps build self-esteem and developing skills that will benefit the children in the future.

## 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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## **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