

Rainbow Nursery

Inspection report for early years provision

Unique reference number	144636
Inspection date	14/09/2011
Inspector	Rosemary Coburn

Setting address	Yorkshire Grove Estate, Nevill Road, Stoke Newington, London, N16 8SP
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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

Rainbow Community Nursery is a committee run group that was registered in 1973. It operates from buildings situated in the borough of Hackney and within walking distance of Stoke Newington High Street. There is a fully enclosed area for outdoor play. The nursery serves the surrounding area. The nursery is open Monday to Friday from 8am to 6pm for 48 weeks of the year. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children within the early years age group may attend at any one time. There are currently 42 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and some who learn English as an additional language. There are 23 staff who work with the children. Of these, 11 have appropriate qualifications to level 3 or above and three staff have level 2 qualifications. The manager holds Early Years Professional Status and one member of staff holds a degree in education. The nursery receives support from an early Years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team have a good understanding of the Early Years Foundation Stage which helps children make good progress in their learning and development. There are well organised systems in place to ensure children's individual needs are met. Children benefit from good joint working practices with parents and external providers. The thorough systems for self-evaluation help drive ongoing improvement to the quality of care and education.

What steps need to be taken to improve provision further?

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

- review routine arrangements for meal times to better meet children's expectations particularly for the younger age range.

The effectiveness of leadership and management of the early years provision

There are robust safeguarding policies and procedures securely in place which helps protect children. Staff hold relevant first aid certificates and demonstrate a good understanding of child protection procedures and they know what action to take if concerns are raised. Potential hazards are effectively minimized within all areas of the nursery as rigorous risk assessments are carried out regularly including on all outings in which children take part. The effective medication,

sickness and emergency procedures including steps to be taken to prevent the spread of infection promote children's good health and welfare needs. Children benefit from the provision's very secure partnerships with other providers together with agencies that support children in the Early Years Foundation Stage. The nursery provision is inclusive for all those who attend and this contributes to the effectiveness of outcomes for children. Staff understand their role as educators and work very well as a team. Good systems are in place to plan purposeful play and exploration opportunities to support children across all the areas of learning.

Parents have very good opportunities to share their views about the provision and to be involved in some of the decision making processes through regular meetings and membership on the nursery's management committee. Consequently, children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs well. Staff offer good support for children with special education needs and/or disabilities and they are able to plan for children's individual needs effectively. A good range of easily accessible resources promote an inclusive environment. Systems to evaluate the nursery's strengths and weaknesses include securing improvements from the last inspection; effective partnerships with parents and carers, and with external agencies together with continuous professional development. This supports the nursery's capacity to drive improvements towards better outcomes for children.

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

Children enjoy a wide variety of planned, purposeful play and exploration opportunities both indoors and out door, that fosters active learning. This is an area of improvement since the last inspection. Children appear confident and well settled as they explore the environment independently Children are aware of other's needs and behave responsibly at all times. Children make good progress in their learning in relation to their starting points and capabilities.

Children enjoy a good range of play experiences which support them in achieving and enjoying. Babies show that they are content as they are able to communicate through facial expressions and making sounds of pleasure. However, on occasion meal times are not adhered to and babies become upset. Children understand and learn how to lead healthy lifestyles as they make healthy choices about what they eat and drink. For example, one young child explained the value of drinking water stating that 'water is important as it stops you from becoming dehydrated'.

Children engage in a wide range of physical activities both indoors and out, gaining understanding of the benefits of physical activity.

Children develop a good understanding of keeping themselves safe by taking part, where appropriate, in risk assessing aspects of the setting. Staff use dolls effectively providing children with good opportunities to talk about feelings and encourage them to confide in adults at the setting and share information. Children enjoy trying new things and applying new skills, which will help them well in the future. Babies learn about words and meaning through effective adult interaction. Children have good access to technology equipment and they progress in developing information and communication and technology skills. Children learn to respect and tolerate each other's differences as they build strong relationships with

adults and other children. For example, the nursery has a doll from Sri Lanka. Children take this home, which helps them in learning about the difference between their home life and the home lives of others. Good behaviour management policies and effective key person systems support all children in understanding what is acceptable behaviour.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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