

# Indo-Chinese Little Rainbow Day Nursery Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY359681
<b>Inspection date</b>	28/09/2011
<b>Inspector</b>	Ray O'Neill
<b>Setting address</b>	Lewisham Indo Chinese Community & School, 33 Clyde Street, LONDON, SE8 5LW
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

The Indo-Chinese Little Rainbow Day Nursery Centre runs from the Lewisham Indo-Chinese Community Centre & School in Clyde Street, Deptford in the London borough of Lewisham and is open to all children and families. There are three base rooms where children are grouped according to age. The nursery has sole use of the base rooms, a small kitchen, toilet facilities and an enclosed outdoor play area during opening hours. It operates Monday to Friday from 8am to 6pm and is open for 50 weeks of the year. The community centre is used by other groups during the day, however, they do not have access to the areas used by the nursery. The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The group is registered to care for a maximum of 25 children aged from six months to under eight years at any one time. There are currently 27 children in the early years age range on roll who attend a variety of sessions. Children aged three and four years receive free early education. The nursery employs 12 members of staff. Of these members of staff 8 hold appropriate early years qualifications, 3 are on a training programme and one will be applying for training. The nursery works with the local authority early years advisor and the early years intervention team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Significant improvements have been made since the last inspection. Staff competently promote the unique needs of each child and effectively meet their learning and welfare needs. Children play in a stimulating, inviting and secure environment where they make good progress in most areas of learning. Staff have a good knowledge of the Early Years Foundation Stage and this helps to ensure good outcomes for children are promoted the majority of the time. The strong engagement with parents ensures continuity of care and development for children is given high priority. The setting has developed mainly successful partnerships with some other agencies and the self-evaluation system is effective in identifying weaknesses, celebrating success and maintaining continual improvement .

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

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

- improve further children's opportunities to find out about and learn how to use appropriate information technology, such as computers
- improve the two-way flow of information with other providers and feeder

- schools to promote a collaborative approach to children's learning and to prepare for the transition to school
- improve children's opportunities to attempt to write for various purposes through their play

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

Children are safeguarded well through the effective policies, procedures and safety practices implemented by staff. All staff understand their role and responsibilities in protecting children and have clear procedures to follow in line with requirements. Effective recruitment and vetting procedures ensure that the suitability of all staff working with children is thoroughly checked. Thorough daily records of risk assessments are in place, ensuring safety issues are identified and action taken to minimise all risks present. Fire drills are successfully implemented, recorded and evaluated to make certain all children have a good understanding of what to do in an emergency. All required documentation is in place to promote children's well-being and good health. A safe arrival and departure procedure ensures children are collected by authorised people known to staff.

A thorough evaluation process occurs for all aspects of the children's welfare and learning needs involving staff, parents and children. The manager is ambitious and has a clear sense of the nursery's priorities. Effective plans are implemented to address identified weaknesses through past inspections and support visits from the local authority. For example, the provision of additional resources and the implementation of improved planning procedures have improved staff's ability to meet children's learning and development needs. Recommendations set following the last inspection have been addressed. All staff have a very professional and caring attitude towards the ongoing improvement of the nursery to ensure outcomes for children are continuously promoted. The nursery has an ambitious drive towards their continuous development.

The nursery has built a committed team supported by opportunities for continual professional development. Regular staff meetings and sound working relationships between staff helps to ensure appropriate provision for the children. Children have access to a good range of resources, either pre-selected or within easy accessible reach. Staff value children as unique individuals and have a good understanding of each child's welfare and learning needs. Staff support children effectively to develop their understanding of diversity through good use of the nursery's multi-cultural resources, including books, posters, dolls, role play costumes, and musical instruments. Children learn about a range of festivals and cultures to help them to understand the importance of celebrating difference.

The nursery has established some links with other settings and professional agencies. Staff have a good understanding of the systems in place to liaise with other professionals, although partnerships with other settings and feeder schools are not fully established to support children's development or their transition to school. The nursery has an effective key person system and practices in place to

engage all parents in their child's day. Staff are able to meet the individual needs of all children as they exchange information with parents through conversation and written daily diaries. The parents' information area provides supportive information including policies, procedures and news of forthcoming events. Parents are happy and feel confident to talk to staff at any time about any concerns or to celebrate in their child's success and achievements.

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

Children enjoy a balance of adult-led and child-initiated activities that cover most aspects in relation to all areas of learning. Plans are closely linked to children's individual learning patterns, interests and achievements. They are closely linked to the six areas of learning, reflect the learning intentions and make clear what the children are expected to learn from the activities. Children are happy and settled in their environment and confidently move around the nursery choosing from the accessible resources. The outdoor area is particularly popular with the children and provides a stimulating, well-resourced and rich learning opportunity.

Staff have a clear respect for the children and they make learning and development for the individual their key focus. Children are inquisitive thinkers, asking staff and visitors questions and are eager to show their achievements to all. They enjoy participating in all activities, particularly role play and imaginative games. Children become engrossed and actively contribute in group discussions led by staff. For example, when discussing safety issues in the kitchen children effectively communicate their understanding of cookers and electrical devices based on personal experiences. Staff ensure children learn to take turns, listen and to question other children's comments.

Children enjoy listening to stories and have access to a wide and diverse range of books which they demonstrate great interest in. Children are provided with the resources to develop their writing skills and some older children are beginning to form letters. However, children have limited opportunities to develop writing skills independently through play. Children progress well in their mathematical development and are eager to demonstrate their problem solving skills to visitors. For example, a group of three-year-olds were sorting shapes by colour and size using mathematical terminology to communicate an understanding of number, shape and comparison. Children have daily use of some technology using electronic devices; such as, telephones, electrical toys, and keyboards. However, the setting do not provide regular use of computers which limits children's ability to learn about and use them.

Children's understanding of hygiene practices is promoted well. They know the reasons for washing their hands before eating, preparing food and after toileting. Children are eager to participate in physical activity and are keen to point out the benefits of exercise. They state, for example, 'I want to be strong' and 'I want to be a good player'. Children have a good understanding of how to promote their

own safety and refer visitors to the displayed rules. They are keen to tidy up when asked to do so and pick up resources that have fallen on the floor. Children's behaviour is very good. They are kind to each other, cooperate in groups, listen and follow instructions.

## 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	3
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