

Rainbow Corner Day Nursery

Inspection report for early years provision

Unique reference number 134325
Inspection date 11/11/2011
Inspector Debs Schindler

Setting address Love Lane, Watlington, Oxfordshire, OX49 5RB

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Type of setting 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).

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 Corner Day Nursery opened in 1984 and is managed by a parent committee. It operates from three rooms in its own building at Icknield Community College in Watlington. There are two enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 46 children may attend at any one time. There are currently 77 children aged from under one to four years on roll. Most children come from the local area. The nursery receives funding to provide free early education to children aged three and four years. It supports children with special educational needs and/or disabilities. It is open each weekday from 8am to 6pm for 48 weeks of the year. The nursery employs 21 members of staff. Of these, 14 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive at the nursery because staff fully recognise the uniqueness of every child. Highly effective partnerships with parents and other professionals help children to settle extremely well and make good progress in most areas of learning. Very robust procedures help to promote children's safety to the highest standard. The manager and her team, together with a dedicated committee, are very ambitious in providing high quality care. An extremely effective self-evaluation process is in place and very successfully supports continuous improvement.

What steps need to be taken to improve provision further?

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

- providing further challenge for older children in problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are exemplary. Rigorous policies are in place and staff fully understand their responsibilities for protecting children. Extensive systems for the recruitment and retention of staff are very effective in assessing their suitability. Robust risk assessments enable children to use both indoor and outdoor areas very safely. All required documentation is in place. Staff implement a range of comprehensive policies consistently to promote the safe and efficient management of the nursery.

Children flourish in an extremely well-organised environment where their individual welfare, learning and development needs are paramount. Resources and activities help children to develop a very strong awareness of the society in which they live. Children can select activities for themselves safely and independently. Resources are well-maintained and highly appropriate for the children. Staff work very effectively to provide high levels of supervision and support at all times.

Equality is at the heart of the setting. Staff meet the individual needs of children very effectively as partnership working is exceptional. They value parents very highly and children thrive because of the close relationships established. Staff warmly welcome parents into the nursery and encourage them to be involved in their children's learning. For example, staff suggest ideas through an excellent newsletter. Parents receive exemplary feedback about their children's activities, routines and achievements. The nursery very actively seeks parents' views through questionnaires. The nursery team very successfully uses this information to improve the service it provides. The nursery shows a high commitment to working in partnerships with other providers and children enjoy a smooth transition to school as a result. Exemplary partnerships with outside agencies promote a consistent and comprehensive approach to meeting children's individual needs.

The manager provides exceptionally strong leadership and staff morale is very high. The manager and staff have very high aspirations to improve quality. Staff receive excellent support due to a comprehensive induction programme, regular appraisals and a reward scheme. Thorough self-evaluation ensures that the manager, committee and staff have an excellent understanding of the nursery's strengths and areas to develop. As a result, they accurately plan improvements, taking into account the ideas of parents and children.

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

Children thoroughly enjoy being at nursery. It is an inviting and vibrant place and the manager and staff are welcoming, enthusiastic and support children very well. As a result, children are keen to learn. Children benefit from the excellent balance of free choice and carefully planned activities, both indoors and outside. Babies explore a wide range of resources in their own way. For example, they play with leaves and use cameras to take photographs of themselves. Staff know each child very well. They take time before the children start to find out about routines, likes and dislikes. This enables children to settle very well and promotes continuity between home and the nursery environment. High quality observations, assessments and planning enable staff to help every child makes good progress in most areas of learning. These well-established processes help staff to successfully identify any gaps in learning. For example, there are some limitations for older children to challenge their problem solving, reasoning and numeracy skills.

Provision for children with special educational needs and/or disabilities is excellent. The manager and staff work sensitively with parents and other professionals. They are proactive about assessing children's individual needs and setting appropriate

targets. This carefully tailored support enables every child to participate fully in all the nursery has to offer.

Children develop good skills for the future. They are eager to join in activities and soon settle. They concentrate and persevere well. They become increasingly independent, for example, spreading their own butter onto their toast and dressing themselves. Children get on very well and are supportive towards each other. They share, take turns and play harmoniously. They receive praise from staff for their efforts and achievements. Children's behaviour is exemplary and they are developing good social skills, because staff are superb role models and have high expectations. Topics, activities, discussions and resources promote children's awareness of the wider world and diversity. Children learn about their local community through outings, such as trips to the park and the War Memorial. Older children participate in a Remembrance Day Service and learn about the history of the village. Children are able to use technology effectively to help them understand the world around them. For example, they use a video camera in bird boxes to carry out observations.

Children develop an excellent understanding of a healthy and safe lifestyle. They clearly understand the importance of following simple hygiene routines, such as washing their hands and using tissues. All children benefit greatly from the two outside play areas where they very confidently use a range of equipment to enhance their physical development. They enjoy nutritious meals and very effectively learn about healthy eating, as they grow their own fruit and vegetables in the garden. Children behave in ways that are safe for themselves and others, including handling tools and equipment correctly. They show an exceptional understanding of road safety, such as the need to look both ways when crossing. Regular fire evacuation procedures very effectively help children learn about what to do in an emergency. Children receive excellent support from caring staff to feel secure and safe in their environment.

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	1
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	2
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	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