

Coat of Many Colours Nursery

Inspection report for early years provision

Unique reference number EY347369
Inspection date 19/01/2012
Inspector Maria Conroy

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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

Coat of Many Colours Nursery is a registered charity managed by a board of trustees. It opened in 2007 and operates from a number of rooms within a converted building in Uxbridge, in the London borough of Hillingdon. A maximum of 80 children may attend the nursery at any one time, of which, 35 children may be under two years at any one time. There are currently 52 children in the early years age range on roll.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area, with designated gardens for children under two and older children. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 15 staff including the manager; of those, 13 work directly with the children, 12 having a relevant childcare qualification. The nursery is able to support children who have special education needs and/or disabilities. The nursery is registered to provide funded nursery education for three and four year old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are happy and settled, and staff know their individual needs. Documentation and record keeping is generally well maintained to protect and safeguard children. Partnerships with parents are successful; therefore children receive the support they require. The nursery effectively seeks parents' views, which contributes to the process of self-evaluation, enabling them to review and evaluate their practices. The nursery demonstrates continuous improvement by addressing the areas for further development at the previous inspection and through ongoing training. Staff knowledge of behaviour management issues and the activities provided for children has improved; policies and procedures have been reviewed and, as a result, there are effective procedures in place for fire evacuation, hygiene and safeguarding.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or

26/01/2012

incident (Documentation)

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

- develop systems for sharing relevant information to ensure continuity and coherence for children who receive the Early Years Foundation Stage in other settings.
- support the development of independence skills, by reviewing the organisation of lunchtime to encourage children to serve themselves and learn how to cut their food

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are regularly reviewed; staff receive training to update their skills and knowledge. There are clear procedures in place, which supports staff practice. Security is robust; the nursery has security cameras in place, enabling office staff to monitor the setting overall. All staff working with the children are suitably vetted and their photos are displayed in the room in which they work with their key children. The environment in which children are cared for and educated is safe and regular visual checks, in the form of risk assessments, are undertaken on the areas used by children, activities they take part in and on outings. However, the risk assessment does not include the name of the person who undertook it and the date on which it was carried out, which are legal requirements.

The nursery consistently reviews its practice; they have effective systems in place for monitoring the service they deliver and are able to identify areas where they can continue to improve. Appraisals identify staff training needs and the management encourage staff to update and improve their professional qualifications. In addition, they offer regular opportunities to attend and update their skills and knowledge through short training courses. As a result, outcomes for children are good.

Staff encourage children to learn about different cultures by planning activities around festival dates. For example, during Chinese New Year, very young children create pictures of dragons using a variety of materials, including glitter and paint. Staff have very good knowledge of each child's background and individual needs, and work with the parents to support these. The range of resources throughout the nursery promotes positive images of diversity, for example, through play figures, puppets and books.

Resources are stored at low level to enable even the youngest children to self-select what they would like to play with. For example, aprons are hung at low level encouraging children to engage in the messy play activities when they choose. Staff support children's learning by asking open-ended questions, which make children think. The nursery rooms are inviting and there are clearly defined areas for the different areas of learning. Tracking documents show children are making

good progress, and plans are in place to support their ongoing development.

The setting has a positive relationship with parents ensuring each child's needs are met. The setting asks parents for their views through the means of parents' questionnaires and keeps them informed through notices and newsletters. They receive a welcome pack when their child's care commences, with details of policies and procedures. Designated notice boards in the rooms ensure that parents are kept informed of relevant information. They take part in reviews during which they are informed about their child's developmental progress and achievements. Younger children receive a written summary of their well-being on a daily basis and older children are encouraged to tell their parents what they have done, with staff supporting them in doing so. The effective liaison with parents contributes to improvements in children's achievement, well-being and development.

Partnerships are beginning to be established with other professionals, which enable staff to be supported in providing suitable activities to promote children's specific needs. The nursery is yet to establish systems for exchanging information with other settings providing the Early Years Foundation Stage that children attend.

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

The nursery has effective policies and procedures in place to ensure that children are protected and well supported. Staff have good knowledge of the Early Years Foundation Stage guidance, which promotes children's learning. Regular plans covering the six areas of learning are developed as a result of observations undertaken by the staff. The nursery has effective procedures in place for tracking children's progress in the six areas of learning and are, therefore, able to monitor the progress children are making.

Children's language and literacy skills are effectively promoted. Very young children enjoy listening to their favourite songs; they rock from side to side and follow simple actions, enabling them to develop their physical skills. Mathematical concepts are incorporated into their daily play; for example, they count the octopus tentacles during water play, create number lines and name shapes, while completing a puzzle. Children's knowledge and understanding of the world is supported as they play with figures of people from around the world and learn the names of different animals. Children's knowledge of information technology is fully supported as they use the computer and work out how to use battery operated resources, such as musical toys. All of these support children in achieving the skills they will need for the future.

Children are provided with a safe environment and a key person system, which enables them to have their needs met. Children are learning to keep themselves safe through planned activities; for example, they learn to use scissors and become aware of road safety, when they take part in local outings. The children take part in regular fire drills, enabling them to become aware of how they need to

vacate the building in the event of an emergency.

Most children show good awareness about what constitutes a healthy lifestyle and adopt good personal hygiene routines. Children skip into the bathroom singing, and wash hands when they finish a messy play activity. They are provided with a balanced range of food such as fish cakes, potatoes and mushrooms, and engage in a wide range of physical activities, increasing their understanding about the importance of regular exercise. For example, children enjoy the parachute games, riding bikes, balancing on blocks and splashing in small puddles.

Children display a strong sense of belonging and security within the setting and all appear settled and happy due to the effective routines in place. They are confident, showing good levels of self-esteem and build strong relationships within the setting with both the staff and their friends. Children take turns and listen to each other respecting what each has to say. Children's behaviour is good and staff praise children; for example, when they use the potty and tidy up the toys, they receive stickers to encourage them to achieve the task.

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met