

Rainbow Childrens Nursery Ltd.

Inspection report for early years provision

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EY219253

Inspection date

15/02/2012

Inspector

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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 Children's Nursery opened in 2002. It is managed by a committee of trustees and has charitable status. The nursery operates from purpose-built premises situated in the rural village of Worstead, close to the town of North Walsham, Norfolk. It opens Monday to Friday from 7.30am until 6pm all year round. Children up to eight years of age may attend the holiday club which runs during the school holidays. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 67 children on roll, all of whom are within the Early Years Foundation Stage. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of childcare staff, seven of who, including the two managers, hold appropriate early years qualifications. Of the remaining staff, three are currently working towards a qualification. The nursery also employs an administrator and a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with very good levels of care and make positive progress in their learning and development in this inclusive setting. They are confident, independent and clearly enjoy a wide range of play opportunities, most of which are planned with their individual needs and learning priorities in mind. Partnership with parents is promoted exceptionally well as the staff strive to provide highly meaningful opportunities for parents to be involved in their children's learning. The nursery is led by two experienced and motivated managers. They have established effective systems for self-evaluation and, together with the staff, demonstrate a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- clearly identify at the time of placement, information on who has legal contact with and who has parental responsibility for each child (Safeguarding and promoting children's welfare). 16/03/2012

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

- develop further opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care for individual children.

The effectiveness of leadership and management of the early years provision

Children are cared for by staff who have completed a wide range of training to ensure they have a good knowledge and understanding to support their individual roles. A comprehensive set of written policies and procedures are collated in the operational plan, which is readily available to parents, staff and visitors. The written policies underpin the smooth running of the provision and are reviewed annually by the managers to address any changes. However, children's records do not identify who has legal contact or parental responsibility for individual children. This is a minor breach of legal requirements which has limited impact on children's day to day safety. Risk assessment procedures are completed and recorded at the beginning of each day, ensuring children are kept very safe and secure. The staff are confident in the procedures they should follow if they have any concerns about the welfare of any child, and they give good regard to the need to ensure confidentiality in such situations.

The staff demonstrate an unquestionable commitment to working in partnership with parents. They actively encourage meaningful daily discussions with parents, exchanging information about children's daily routines and sharing photographs that inspire parents' understanding of their children's achievements. The assessment records are always available for parents to read through and the staff value any comments they add to these. Opportunities for parents to be involved in nursery life are extremely well promoted, as they are actively encouraged to join the management committee and welcomed in to share their children's experiences. For example, an event took place when fathers visited the nursery and baked cakes alongside their children. Daily diaries, regular newsletters and informative displays serve as highly meaningful ways to ensure parents are kept extremely well informed. Parents speak highly of the setting, stating that they are 'very satisfied with the high standard of care' and that their children are developing 'in leaps and bounds'.

The nursery has established links with some of the other Early Years Foundation Stage settings that children attend. For example, staff use communication diaries to actively share information with registered childminders. However, other attempts have not been so successful. The nursery supports children's transition into full-time school as they invite teachers in to meet the children and share their 'Learning Journey' records. Children benefit significantly as the managers and staff strive for high quality practice, regularly monitoring and evaluating the standards at the setting. They share an agreed vision for the improvements they plan to make to the provision, such as developing an outdoor play area for the younger children to enable them to have immediate access from their playrooms.

Meetings provide valuable opportunities for all staff to discuss new ideas or

initiatives, and to utilise their individual strengths. The managers are very receptive to support provided by advisors from the local authority and ensure that staff training needs and aspirations are prioritised during annual appraisals and training audits.

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

Children make good progress in their learning and development, skilfully supported by staff who demonstrate sound knowledge of the Early Years Foundation Stage. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are well aware of the children's individual progress as they regularly observe their developmental needs and interests. Many of these observations are collated in the children's individual records, along with meaningful photographs. Staff work well with parents and external professionals to provide effective support for children with special educational needs and/or disabilities.

Children benefit from a very bright, welcoming and child-friendly learning environment. Each of the four main playrooms allow children ample space to explore the array of high quality play materials in safe and secure surroundings. There are rich experiences for younger children to explore paint, water and sand, and they enjoy investigating the natural everyday objects in the treasure baskets. Children make good progress in communication and literacy. For example, they show a strong interest in writing their names on their finished drawings and eagerly ask staff to share books with them.

There is excellent provision for daily access to the outside learning environment for all children, and the staff ensure all areas of learning are delivered through outdoor play. They thoroughly enjoy 'bug hunts' when they lift the logs to hopefully find beetles, which they view through magnifying glasses. Previous outdoor activities have included the hatching of butterflies which have then been released into the garden. A recent visit to the nursery by a mobile animal handling company enabled children to view and hold rabbits, snakes, barn owls, albino hedgehogs and spiders.

Strong emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. The staff plan meaningful opportunities for children to grow a range of vegetables in the outdoor area, which they then harvest and prepare for snack. The setting has introduced initiatives to ensure children benefit from an highly nutritious diet. For example, the cook is passionate about planning varied menus which are precisely balanced and tailored to meet children's individual dietary needs. Children are also supported to develop a good understanding of how to keep themselves safe as the staff arrange for a local police officer to visit the setting, and children also take part in fire drills.

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	1

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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