

Rainbow Nursery

Inspection report for early years provision

Unique reference number

EY319812

Inspection date

23/07/2012

Inspector

Sally Hall

Setting address

The Mansion, Fore Street, Totnes, Devon, TQ9 5RP

Telephone number

01803 863447

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rainbow Nursery registered in 2006. It is part of a children's centre which occupies two separate sites, and is managed by a group of trustees. The nursery is located in the centre of Totnes and serves the local community. Premises include two playrooms, plus office, toilets and storage facilities. There is an enclosed garden for outdoor play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 66 children under eight years may attend at any one time, and all may be in the early years age range. There are currently 57 children on roll in the early years age range. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open all year round, from 8am to 6pm on each weekday. Staff support children with special educational needs and/or disabilities. The nursery employs 16 staff to work with the children and all of the staff have recognised childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment, where they make good progress in most aspects of their learning and development. The staff are experienced and have a good understanding of the Early Years Foundation Stage to meet children's needs. The nursery has an effective partnership with parents, who are involved in their child's learning and development. The staff and management continually reflect on their practice. They are making significant changes to the daily organisation of the nursery to enhance the environment and to provide positive outcomes for children. They demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the outside play area to provide more challenge for children to use their imagination and senses
- support children's increasing independence at meal times, for example by allowing them to serve themselves and pour their own drinks.

The effectiveness of leadership and management of the early years provision

Children are safe, secure and happy. They are supported by staff who are enthusiastic and work well together as a team to meet children's individual needs. Policies and procedures are in place to promote children's safety and welfare effectively. Staff complete safeguarding training and are confident of the procedure to follow in the event of a child protection concern. They complete thorough risk assessments to help ensure children have a safe environment in which to play. The staff are introducing significant changes to the daily running, organisation and layout of the rooms. This is to enhance the learning environment and give children the opportunity to interact with their siblings. A key person is appointed to each child to provide effective support to their individual learning and development. Staff use observations successfully to plan activities that build on what children already know and can do. Overall, the nursery is well resourced indoors with a wide range of equipment to challenge and interest children. The resources are easily accessible to enable children to make independent choices. Children learn a great deal about their own community and diversity.

Parents are warmly welcomed, and the staff operate an open-door policy. They have daily discussions with parents and share details of the children's progress. This enables parents to be fully involved in their child's learning and to support their child's learning at home. The nursery has good links with local schools and other settings children attend to provide a shared approach to children's learning and development. They have regular contact with other professionals to support children's individual needs. Feedback from parents is positive, and they are kept well informed of how their child has been and the progress they are making.

The staff keep up to date with changes in legislation and are very keen to build on providing quality childcare. The staff use different approaches to support children, such as initiatives to promote good communication and language skills. All the staff are fully involved in the present changes and are extremely positive and well supported by senior management. They have addressed the recommendations from their last inspection. Clear induction and recruitment procedures are in place. Staff have regular supervision and appraisals, and regularly undertake further childcare courses. The staff have high expectations of themselves. They reflect accurately on their own practice through self-evaluation, daily discussions and regular staff meetings.

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

Children are confident, happy and secure. They have a good rapport with their peers and the staff. Children have a good balance of adult-led and child-initiated activities. For example, they take part in free play as well as group times for registration and stories. Children actively choose where they want to play and what

they would like to do. They concentrate well at their chosen tasks. Children have access to a secure outside play area with sand and water, a trampoline and the opportunity to make dens. However, the garden is not yet developed to its full potential to support all areas of learning and give children the opportunity to fully explore and investigate.

The organisation of the rooms and how they are used has only just been changed and the staff are evaluating and making adaptations in a positive way. Children are responding well to the changes. This demonstrates how secure they are in the nursery and the good relationship they have with the staff. Children are confident to talk to visitors and show what they have been doing, saying, 'I am making this for mummy'. The children enjoy investigating games such as making a volcano with a bottle, filling it with vinegar, and adding food colouring and bicarbonate of soda. They watch intently as it starts to erupt like a volcano. Children learn the sounds of letters and they are able to recognise their names. They make marks for a variety of purposes, gaining a secure understanding that print carries meaning. Children use counting in their play and they confidently recognise colours.

Children are learning a great deal about healthy eating and they understand why they need to wash their hands regularly. Snack and lunchtime arrangements have been changed to make it a more homely occasion. Children chat happily with the staff and each other and learn good social skills. Nutritious meals are cooked on the premises, and children enjoy a varied diet. However, the older children are not encouraged to take responsibility, such as serving themselves or pouring their own drinks. Children behave well. They are aware of the 'Golden Rules' to promote positive behaviour and a 'Wow' board records their achievements. They are proud to show their special books that include photographs of them at play and some of their work. Staff use their observations of the children's development to plan activities to support their next steps in learning. As a result, children make good progress.

Children demonstrate a good awareness of safety. They learn to use tools safely and play sensibly on the trampoline. Children learn about road safety when out walking and through discussions when they play with road mats. Children thoroughly enjoy singing and using musical instruments. They use their imaginations well in their role play and give each other ideas. They invite their peers to join in with their games. Children are confident and keen to learn and are making good progress to support firm foundations for their future development.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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