

Rainbow Day Nursery Middlewich

Inspection report for early years provision

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Inspection date

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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 Day Nursery Middlewich opened in 2005, but re-opened as a limited company in 2012. The nursery operates from a two storey building and a separate modular building in Middlewich, Cheshire. The main building accommodates children within three rooms on the ground floor. A sensory room is available on the first floor and there is no lift. Children also have access to secure outdoor play areas. The nursery is open each weekday from 7.30am to 6pm throughout the year. The out of school club operates before and after school and during school holidays.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 118 children aged from birth to under eight years may attend the nursery at any one time. Children up to the age of 11 years may also attend the out of school club. There are currently 280 children on roll. Of these, 177 are under eight years and of these, 135 are within the early years age range. There are 51 children attending who receive funding for free early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 23 members of staff including the manager. Of these, 22 hold appropriate early years or play work qualifications, including one at level 4, 20 at level 3, and one at level 2. The nursery also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The vibrant and very stimulating environment contributes to children making good progress in their learning and development. Required documentation to ensure the safe management of the nursery is in place and suitably maintained. Inclusion is extremely well-promoted and highly successful partnerships with parents, carers and other professionals significantly benefit the children's care and learning. Most of the arrangements for safeguarding children are robust. Self-evaluation is thorough and there is a strong commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure effective systems are in place for obtaining an enhanced Criminal Record Bureau (CRB) disclosure for anyone working on the premises, for example, the cook (Suitable people).

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

- extend the systems for gathering information about children's starting points on entry, in order to form a view of where children are in their learning, where they need to go and how to support them in getting there.

The effectiveness of leadership and management of the early years provision

Overall, children are well safeguarded and staff give priority to ensuring their safety. A comprehensive safeguarding audit has been carried to make sure all systems and procedures meet requirements. Staff attend safeguarding training and they demonstrate secure knowledge of how to protect children from harm. Rigorous recruitment and vetting procedures are in place to ensure the suitability of all staff. However, arrangements to confirm the suitability of the cook are less robust, as confirmation of a Criminal Record Bureau check was unavailable for inspection. This does not fully meet requirements; however, there is no adverse affect on children's safety as there is no unsupervised contact.

The premises are safe and secure, as risk assessments are very effective and staff regularly conduct thorough checks of all indoor and outdoor areas. The environment is very stimulating and the spacious outdoor play areas are a real asset. Children use an extensive range of high quality resources and equipment to support their learning. Staff are extremely knowledgeable about the children and cater for their individual needs really well. Children with identified needs are particularly well supported through very effective monitoring programmes, such as 'make a big difference'. This ensures they receive tailored support that promotes their ongoing progress.

Managers show passion and drive to deliver high standards of care and education for all children. Staff qualification requirements are exceeded and ongoing professional development is positively encouraged. For example, staff attend training, such as sign language, and a number of staff have achieved team leading awards. Self-evaluation is effective and takes into account the views of all staff, parents and children. The building is in the process of major refurbishment, which shows a strong commitment to improving facilities for the children.

Staff develop excellent partnerships with parents, carers and outside agencies, which contributes significantly to children's care and learning. They embrace input from a wide range of professionals and work very closely with them to fully promote children's needs. Parents receive a wealth of information and have many opportunities to be fully involved in the children's learning. 'Grandparent's Day' also provides opportunities for extended family to participate in children's experiences. Questionnaires and discussions with parents indicate a high level of satisfaction with the nursery.

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

Staff demonstrate a secure understanding of the learning and development requirements and they use effective systems to help children make good progress towards the early learning goals. Daily planning reflects a good balance of adult-led and child-initiated play, based on children's individual needs and interests. Observations are consistently carried out and children's progress is carefully tracked, so that gaps can be quickly identified and addressed. Useful summaries of children's achievements are shared with parents every six months. Overall, detailed information is obtained about children's care needs on entry, but there is less focus on what children know and can do, in order to establish a starting point in their learning.

Supportive relationships with staff help children to feel safe and confident. Children show their contentment, as they happily sing along to background music as they play. Older children confirm they feel safe and say the staff are 'nice and they look after us when we fall over'. Good equipment is available to help children practise road safety and visits from the emergency services enhance their understanding of safety issues. Children learn how to lead a healthy lifestyle. They follow good hygiene routines and eat healthy meals. They delight in playing outside, where they climb, balance and run. Table tennis and riding the 'diddy bikes' are particular favourites for older children.

Children enjoy a wide range of activities to promote their creativity and imagination. For example, sand, water and paints are freely available for children to explore and older children enjoy activities, such as sewing and knitting. Role play areas are well-equipped, and girls and boys enjoy dressing up in princess dresses. Children develop good skills for the future and plenty of marks making opportunities are on offer to encourage their early writing skills. They enjoy sharing favourite books with their friends and they squeal with delight when they listen to the pirate story. Children enthusiastically join in with number rhymes and they learn about weight when they fill containers in the sand. A range of electronic equipment is available to help children understand technology.

Children make an excellent contribution to the nursery and the wider community. Their ideas are very much valued and they behave really well; playing independently and reminding each other to use their manners at lunchtime. They eagerly help with small tasks, such as brushing up the sand and they enjoy taking part in local events, such as art competitions or helping the 'clean team' collect litter. They participate in cultural activities and take part in charitable fund raising events, which positively promotes their awareness of others.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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

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