

Rainbow Nursery

Rainbow Nursery, Almnors Priory, Almnors Road, Lyne, CHERTSEY, Surrey, KT16 0BH

Inspection date

Previous inspection date

11/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children have access to an extensive range of outdoor facilities, including spacious grounds, numerous playgrounds, sandpit, maze, a farm and an allotment. These facilities promote their enthusiasm for being active and develop their knowledge and understanding of the world.
- Staff provide children in most age groups with a good range of activities and experiences that provide challenge and successfully promote their learning.
- Children are motivated enthusiastic learners, due to the positive approach of staff who work well as a team to meet their individual needs.
- Children's individual needs are quickly identified and well met through effective partnerships with parents and external agencies.
- The new owners of the provision and the manager have made effective changes to improve the quality of the provision and outcomes for children.

It is not yet outstanding because

- Younger children in one of the rooms are not able to easily access resources and do not always have opportunities to explore and engage in open-ended activity.
- Staff have not yet fully developed strategies to engage all parents in their children's learning at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Two inspectors observed activities in two of the play rooms and the outside learning environment.
- The inspectors held meetings with one of the registered persons and the manager.
The inspectors looked at children's assessment records and planning
- documentation. The inspectors took account of the views of parents and carers spoken to on the day.
- The inspectors checked evidence of staff suitability and qualifications and discussed the provider's self-evaluation form and improvement plan.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Rainbow Nursery registered in 2012 and is privately owned. It operates from a 12th century, converted priory in extensive grounds with designated play areas. Children are based in nine group rooms according to their age and there is also a sensory room. Children have access to a variety of outdoor play areas, including an animal sanctuary, play bus, maze, farm classroom and allotments. The nursery is situated in a rural area of Chertsey, in Surrey. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the

year. There are currently 312 children on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is registered on the Early Years Register only. There are 66 members of staff who work with the children, of whom 36 hold a National Vocational Qualification (NVQ) to at least level 2 or 3. One member of staff has achieved Early Years Professional Status. The provider also employs ten other staff, including caterers, a receptionist and groundsmen. The setting is in receipt of funding for the provision of free early education for three- and four-year old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the range of accessible resources for the youngest children so they can be used, moved and combined in a variety of ways and promote children's exploration
- engage parents further in their children's learning at home, for example, by providing ideas about how they can extend what children learn at nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in relation to their developmental starting points. Staff have a good knowledge and understanding of how to extend children's learning. For example, they support children to choose activities, stimulate their interests through shared attention, and help children achieve their goals. Staff encourage children to learn together and from each other and give them time to practise their skills. This can be seen as children: laugh with excitement whilst using the computer; sing along to nursery rhymes; and share information about what they like. Staff plan activities that fully promote and extend children's learning and development and provide them with sufficient challenge. Children learning English as an additional language express themselves well in their home language during their play. For example, staff share stories that reflect the diversity of children's experiences and seek parents involvement in the celebration of different religious and cultural festivals. Parents are provided with good information about their children's progress. This is achieved through daily discussions with their children's key person as well as parents' meetings. Staff are observant of children's achievements and use parents' observations of their children's learning at home to inform assessments. However, parents do not always have opportunities to complement and extend children's

learning at home.

Children enjoy being active and playing outside. They develop good control of their movements, as they play in a maze and steer and manoeuvre bikes around the playground. Babies learn to negotiate space well, as they use climbing apparatus and crawl through play tunnels. Some children learn how to play tennis, which is facilitated by an external organisation. Children learn about number and simple addition and subtraction, as staff extend their learning through discussion and singing activities. Children develop good communication skills during their play, for example, as they use a double-ended telephone to chat with their friends. They show great enthusiasm as they listen to stories and are encouraged to remember and share what they know about the stories. They ask questions to clarify their understanding and learn new words and their meanings, such as, 'thresher', in relation to a story about a red hen. Children's knowledge of letters and sounds is fully extended. Staff display words in the environment, encourage children to read familiar words on packaging, and use writing in their role play. This is evident, for example, as they write shopping lists.

Children learn about the features of living things as they watch chicks hatching on the farm. They make scarecrows for the allotment, learn what they are used for and plant and pick fruit and vegetables. Staff display the vegetables, on low level tables for children to cut up, handle and explore. Staff encourage parents to get involved in children's activities and share their skills. For example, parents who are gardeners help children plant grass seeds in pots and help them learn how things grow. Children learn about rhythm and sound, as they take part in weekly music and movement sessions, some of which are facilitated by an external organisation. They concentrate well and create their own designs, as they use paint, glue and collage materials. Overall, children develop a good range of skills to prepare them for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Staff help children feel emotionally secure, have a kind and caring approach, and work well as a team to meet their individual needs. Their positive communication and interaction, successfully inspires and motivates children during their play, for example, as they help children find and use resources in the newly decorated pre-school room. Children are well behaved and play cooperatively, develop independence, and explore their surroundings as they talk and play with adults and each other. Children in the pre-school group develop good self-help skills and choose healthy drinks and snacks. For example, they pour their own drinks of milk, help themselves to a snack and tidy away their plates and cups when they have finished. They learn about the importance of washing their hands through discussions and activities using ultra violet lights to see how clean their hands are. Children are provided with healthy meals and snacks and their individual dietary needs well known and adhered to. Babies are happy and settled. They show interest as they bang tambourines together and use resources in treasure baskets. Staff provide a good range of resources in most of the group rooms and the outside play areas. However, play equipment in the group room for the youngest babies is generally stored out of children's reach. Consequently, whilst children in this room always have

access to a range of play resources they do not have easy access to a wider range of stimulating resources to promote their independent exploration.

Staff use well organised timetables that enable all children to benefit from using the extensive facilities within the premises and grounds. For example, children explore and learn in a sensory room, allotments, play bus, numerous playgrounds, a maze and a small farm. Children learn about their own safety as they take part in emergency evacuation practices, and learn how to use the stairs safely. They handle small animals in the petting area and know to wash their hands afterwards. Children have good opportunities to develop their awareness of diversity. For example, they dress up in saris, taste poppadoms and chutneys, make clay divas, and print with mangos to celebrate Diwali. Staff adapt the environment so that it is safe for children with disabilities to develop independence, for example, by fitting the stairs with reflective strips. The provision is proactive in organising meetings with local schools to support children's transitions. They invite teachers into the provision to observe and talk about children's progress and needs. Parents and other agencies are invited to transition meetings to promote continuity in children's care and learning.

The effectiveness of the leadership and management of the early years provision

There are good systems in place for monitoring the implementation of the Early Years Foundation Stage regulations and guidance. The new owners of the provision have established effective working relationships with the manager. They make use of her knowledge and experience to evaluate the success of any changes. The registered person and manager monitor children's progress. They narrow any gaps in learning for groups of children or individual children identified as being in need of support. This is achieved through their regular involvement in the daily running of the provision, discussions with parents and the recent introduction of new tracking systems in children's assessment records. Children's safety is maintained through the use of risk assessments, good staff supervision and procedures for dealing with complaints. Staff have a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. They understand their responsibility to protect the welfare of the child and have recently attended team in-house child protection training. There are effective systems in place to ensure that staff are suitable to work with children, which include robust recruitment and employment procedures. Staff wear different coloured polo shirts to indicate the stage of their suitability checks, which means children are never left unsupervised in the care of a member of staff whose checks are in process.

Staff, trainees and students are well monitored, coached, mentored and supported. All staff have recently had a training session on the revised Early Years Foundation Stage, which has enabled them to adapt and implement changes. In addition, all staff take part in six monthly appraisals where their training needs are identified. Self-evaluation is good. In the short time since the provision has been re-registered, the new owners and manager have implemented changes that have improved the quality of the provision and outcomes for children. For example, improved consultation with parents has led to the provision

offering meals for younger children, including babies. The whole building is in the process of refurbishment to provide a calmer and more effective space for children to learn and focus. In addition, the owners have introduced quality assurance systems to allow room leaders to feedback more effectively into self-evaluation processes and improve outcomes for children. All email correspondence now includes the owner's contact numbers, which has helped parents to feel comfortable and confident about sharing any concerns.

Staff establish effective communication with other providers, schools and professionals in order to identify all children's needs and help them to make progress. For example, they share learning journeys and individual education plans with a special educational needs centre. This means there is a regular flow of shared information that provides children with continuity in their care and learning. Parents' comments during the inspection show they are happy with the provision. For example, one parent says, 'they seem to cover everything, my child is very happy; they spend a lot of time outdoors, which I like'. Another parent comments 'this is my second child to attend the nursery and I am very happy with the nursery and the facilities are great'. Effective partnership working helps to meet children's needs effectively.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY449822
Local authority	Surrey
Inspection number	886545
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	224
Number of children on roll	312
Name of provider	Almners (Childcare) Ltd
Date of previous inspection	Not applicable
Telephone number	01932 570888

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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