

Rainbow Pre-School Nursery

Buntingsdale Park, Tern Hill, Market Drayton, Shropshire, TF9 2EY

Inspection date

Previous inspection date

14/12/2012

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 show pride as they have a go at strumming the guitar to show the whole group their skills. They also show pride as they fully engage during tidy up time, spontaneously singing along to the 'tidy up rumba' song playing in the background. Children laugh and giggle with one another and the staff as they have fun hiding toys under straw.
- The important resource of time is recognised by staff, which supports children's close attachments with their key persons and with their peers. Children are supported very well through transitions between the different rooms and they are well prepared for transition to school.
- The staff support children's interests which are defined during discussions with parents and through regular observations. The effective partnership with parents is underpinned by two-way written and verbal communication, ensuring they are well-informed about their child's routines and learning and development during their time at the nursery.

It is not yet outstanding because

- Children are not yet fully supported in relation to self-care skills because they are not encouraged to pour their own drinks or serve their own snack food.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took account of the views of children and parents spoken to and observed on the day.
- The inspector observed activities in the main play areas which includes the baby room, the 'tweenies' room and the pre-school room.
- The inspector held meetings with the registered person.
- The inspector scrutinised a range of documentation; assessment records, evidence of staff suitability, policies and procedures, self-evaluation documentation, children's information sheets and the risk assessment records.

Inspector

Mary Henderson

Full Report

Information about the setting

Rainbow Preschool and Nursery is an established setting which was re-registered under the current private ownership in 2012. The group is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises within the Tern Hill area of Market Drayton in Shropshire. The nursery serves the local and wider areas and is accessible to all children. There is a fully enclosed area available for outdoor

play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5pm. There are currently 50 children attending who are within the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- allow children to pour their own drinks and serve their own food during snack times, in order to further develop their independence and self-care skills.

Inspection judgements

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

The staff provide a range of interesting and challenging opportunities to extend children's learning and development. This is fostered through adult-guided and child-initiated play times that support children's identified interests. Older children's communication, language and numeracy skills are promoted very well by the staff as they encourage the children to count the boys and girls at their snack table and as they use open questions encouraging children to discuss their findings during spontaneous play activities. The children are able to express their thoughts and opinions and confidently ask questions and make requests as they play imaginatively with the small world toys, dolls and construction resources.

Staff working with the toddlers give them confidence to 'have a go' as they demonstrate how to be creative with paints and with the rollers in the shaving foam, making marks and exploring the texture and feel of the foam. Babies and younger children are supported very well in exploring their surroundings, as the staff play musical games with them, talk on the play telephones, and encourage their early language skills. This helps all children to achieve expected levels of development and to gain the necessary skills in readiness for school.

Children's physical skills are developing well because they all have ample space in their playrooms to move about, crawl under and over the climbing and balance apparatus and soft play equipment. The outdoor areas are organised by the staff to support children's

physical skills as they ride their tricycles, run around with exuberance in the fresh air and play ball games with their peers.

The staff support children's interests. For example, children's interest in nature is fostered when they talk about and care for their plants and their pet snails. Their interest in nature is further supported through local walks to collect leaves for their treasure baskets and for their creative activities. All children also enjoy outings to see and talk about the sheep in the nearby fields. Interesting visitors are brought into the setting to foster children's interest in music and singing. For example, children enjoy sitting as a whole group, listening to the 'guitar man' who encourages them to sing-a-long as he plays their favourite songs. Children have fun and feel proud as they take turns strumming the guitar for the rest of the group.

The staff have developed a good underpinning knowledge of the revised Early Years Foundation Stage. They undertake observations and assessments which are based on children's initial starting points, thereby leading to meaningful identification of the next steps in their learning and development. These are then used to ensure children are making good progress and to identify any gaps where children may need support. Staff involve parents in children's learning through discussions and opportunities to provide them with written information about their child's progression in the setting. Parents are also encouraged by their child's key person, to support their child's learning at home.

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

The children feel safe and secure because the key person system is effective in helping them to feel content and happy in their environment. The staff recognise the important resource of time which is effectively used to ensure children are building positive relationships and attachments with other children and their key persons. This fosters children's personal, social and emotional development particularly well. Children's behaviour shows that they feel safe in the setting; they are happy, giggly, smiling and enjoy the company of adults and peers. Children's learning about healthy food is extended through discussions during snack and meal times. However, children's skills in self-help are not yet fully fostered because they are not always encouraged to serve their own food or pour their own drinks.

The children learn about hygiene through routines as they independently wash their hands after visiting the toilet and before eating. Children's self-esteem is raised consistently because the staff praise them for using resources correctly and for cooperating in activities. Conflict is supported in line with children's development because the staff spend time encouraging the children to think about the effects of their actions on others.

Children's transitions are managed very well by the staff. Children are supported by their key person who spend time with each child as they move up to their next room within the nursery. This fosters their attachments with their new key person and peers. Older children are prepared for the transition to school because teachers from the different schools that children move onto are invited into the setting to spend time with the children, read stories and talk about school life.

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

The management and staff are very clear about their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are very knowledgeable about the child protection policies and procedures to be followed in the event of a concern. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive supervision monitoring sessions from the manager to identify where support is needed to improve their performance that will benefit the children. Regular management and staff meetings are held to review practice, and how best to support the children attending.

The management and staff work well with one another and with parents to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journey documents which helps them know about their child's achievements and progression over time. The daily two-way verbal and written flow of communication ensures parents know about their child's daily routines and learning experiences. Parents have free access to the policies and procedures of the setting. The parents comment positively about the supportiveness and flexibility of the provision as a whole. They praise the work of the key persons in supporting their child and the family both at the setting and in the home environment. Partnership working with other agencies ensures children's needs are identified early and met. Self-evaluation is robust and includes input from management, staff, children and their parents. The improvement plan in place identifies and ensures that all children on roll fully benefit from all further changes.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY449766
Local authority	Shropshire
Inspection number	802617
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	50
Name of provider	Michelle Angela Annandale
Date of previous inspection	Not applicable
Telephone number	01630639608

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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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