

Rainbow nursery at Middlestone Moore Childrens Centre

Rock Road, Middlestone Moor, SPENNYMOOR, County Durham, DL16 7DA

Inspection date

20/03/2013

Previous inspection date

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

- Practitioners know the children they care for very well and continually capture children's interests to ensure they provide a wide range of experiences and resources that children relish.
- Children's progress in the prime areas of learning is particularly strong as practitioners focus on successfully promoting children's language and social skills.
- Children have very secure relationships with the practitioners who care for them which results in them feeling a strong sense of belonging in the setting.
- Practitioners continually exchange a wealth of good information with the parents about their child's development and provide them with good ideas as to how they can promote their child's learning at home. This results in parents feeling valued, fully informed and involved in their child's development.

It is not yet outstanding because

- Opportunities for children to gain an interest in numbers during daily routines are sometimes lacking.
- The playroom is not yet sufficiently developed in order to provide an attractive space where children can rest and enjoy quiet play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoors in the garden.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
The inspector looked at a selection of children's learning records, planning documentation, evidence of suitability of practitioners working with the children, a sample of children's records and a selection of the setting's policies.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Julie Larner

Full Report

Information about the setting

Rainbow Nursery at Middlestone Moore Children's Centre was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by Rainbow Nursery. It is situated in a room in Middlestone Moore Children's Centre in the Spennymoor area of Durham and is managed by a limited company. The setting serves the local area and is accessible to all children.

The nursery employs 18 members of childcare staff across both settings. All hold appropriate early years qualifications; the manager holds a qualification at level 5, four staff hold qualifications at level 6, one of whom also holds Early Years Professional Status, 10 staff hold qualifications at level 3 and one staff member holds a qualification at level 2. One staff member holds a teaching qualification. The setting opens Monday, Wednesday and Friday, from 8am to 12.30pm all year round except for Christmas and New Year. There are currently eight children attending who are within the early years age group. The setting provides funded education for two-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:

- talk about numbers in everyday situations in order to further enhance children's interest in maths
- provide a comfortable, accessible place where children can rest or sleep when they want to.

Inspection judgements

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

A high focus is placed on promoting each child's learning which results in them making good progress in their time at the setting, particularly in relation to the prime areas of learning. Practitioners successfully focus on supporting children's social, language and physical skills in order to provide an environment where children become inquisitive learners. They successfully extend each child's learning by asking questions and involving children in conversations which encourage them to talk and think about what they are doing. Children's changing interests are responded to by the practitioners who care for them. They notice what captures the children's imagination and use these observations to engage children in experiences that interest them, which results in children concentrating

for long periods of time. For example, all children relish playing outdoors in the puddles they find. They develop and extend their physical skills by jumping in the water and squeal with delight. Practitioners extend this further by offering children different resources, such as buckets and spades for them to dig and explore in the mud which promotes children's understanding of the natural environment. The children's interests are fed back into planning to ensure that children have many opportunities to participate in activities that motivate them to be inquisitive learners. This supports their future learning and readiness for school when the time comes.

Planning is very much based on children's individual needs and supports them to make progress in their learning and development. Practitioners seek parents' views on what their children have enjoyed at home which results in them being successfully engaged and involved in their child's learning. Laminated sheets with nursery rhymes that practitioners are helping children to learn in the setting are given to parents to further extend their child's development at home. This successfully fosters good partnership working. Practitioners work closely with parents to provide them with good quality information about their child's development, both on a daily basis through conversations and in a more formal manner through parents' meetings. This results in parents being fully aware of the progress their child is making and allows them frequent opportunities to talk to practitioners about their child's learning. Many parents feel that their child has 'come on lots' in their development.

A good range of exciting equipment captures children's imagination and encourages them to explore using their own ideas. For example, children persist for long periods in carefully pouring sand between containers and skilfully make sure that the cups they use do not overspill. This successfully promotes their fine motors skills and begins to develop emerging writing skills for use later in life. Freely available mark-making materials further extend their early writing skills as they draw chalk patterns on an easel. Children show great confidence in moving around the different areas of the setting to become involved in a range of activities and experiences that promote the different areas of learning. Practitioners effectively support children's development. They move around the room to guide and extend children's play by asking questions, talking to them about what they are doing and encourage children to notice what is happening which develops children's critical thinking. Practitioners support children on some occasions to gain an interest in numbers, for example, as they count the fingers children have in their gloves that they put on to go outdoors. However, this is not always consistently encouraged during the routines of the day so that children's interest in numbers is fully promoted. Children explore a wide range of materials and resources that encourage them to express themselves. They keenly visit a table that contains musical instruments and explore these in various ways as they listen to the sounds they make.

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

Children keenly enter the setting and separate from their parents and carers with ease which shows they have developed a strong sense of belonging. Practitioners welcome them warmly with greetings and show a good awareness of each child's individual needs. For example, one child has become unsettled upon arrival so practitioners make sure that

they are able to engage them by providing cuddles and reading their favourite stories while their parent leaves the setting. Children have developed very secure attachments to the practitioners who care for them. Good relationships between the children and their key person, results in them knowing about each child's unique abilities. Practitioners collect good quality information from the parents, which enable them to meet each child's individual needs. Parents complete comprehensive information when their child first begins to attend and practitioners use this effectively to find out about children's needs and routines which enable them to provide a secure and stable environment for the children who attend. Children are supported by practitioners to learn about how to stay safe in the setting. Younger children are sensitively reminded how to behave and encouraged to think about what might happen if they behave in ways that are not safe for themselves and others.

A range of good quality resources are organised to promote children's independence and enable them to make decisions about what they want to do. Equipment and toys are stored on low-level shelving which result in children confidently moving around the setting and making choices about what they want to explore. This successfully promotes children's active learning. Practitioners arrange the room to ensure that all of the areas of learning are promoted. This enables children to make good progress in their development from self-chosen activities. Although, while a comfortable area has been established in the playroom by using a rug and some cushions, this is in its infancy and is not yet fully developed. As a result, children are not fully stimulated by their environment in order to take care of their own needs by resting or playing quietly when they wish.

Children relish being outdoors and have daily opportunities to benefit from fresh air in all weathers. Children rush to the cloakroom area and practitioners support them in putting on appropriate clothing to play outdoors in the garden. A wide variety of quality resources outdoors means that children have good opportunities to develop their physical skills. For example, children's balancing skills are supported well as practitioners provide a variety of resources, such as plastic crates which children help to arrange into walkways. Children benefit from a range of healthy snacks that meet their individual needs and contribute towards maintaining a balanced and nutritious diet. Snack time is an occasion where practitioners and children enjoy conversations. This provides good opportunities for children to strengthen their social skills with their peers. Children's independence is promoted as they choose the pieces of fruit from plates placed in the middle of the table. Practitioners talk to children about foods that are good and bad for them and the children enjoy telling others what their favourite foods are.

Practitioners show a very secure understanding of how to manage children's behaviour in the setting. They follow a clear written behaviour policy which focuses on positive outcomes while also tailoring this to each child's individual needs. This provides opportunities for children to learn about boundaries in a way that they understand. Children are consistently praised by practitioners for their efforts and achievements. This contributes towards raising their confidence and self-esteem.

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

The manager and practitioners in the setting have a clear understanding of their responsibilities in meeting and promoting both the welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Secure recruitment and selection procedures ensure that children are cared for by safe and suitable practitioners who have the necessary experience and skills to promote each child's development. Training opportunities in the setting allow practitioners the opportunities to extend their skills in various areas, which in turn, benefit the care of the children. Induction procedures and regular ongoing supervision ensures that practitioners can raise any concerns about individual children's development or welfare and put in place plans to support them if needed. Comprehensive risk assessments are carried out on all of the areas that children use at various points during the day which results in children being cared for in a safe and secure environment. All practitioners complete regular training in child protection which means they have a secure understanding of what to do if they have any concerns about a child in their care resulting in children's welfare being effectively safeguarded.

The manager has successful systems to monitor the educational provision which ensures that children's development across all areas of learning is promoted effectively. Regular checks on children's progress are conducted throughout the year by the manager to assess whether children need additional support and to measure the progress they are making in their time at the setting. This provides opportunities to assess what types of focused activities and experiences are to be provided to help children make further progress in their learning and development. The manager shows a clear understanding of the setting's strengths and the areas they wish to improve. Parents contribute their views and ideas on improvement through completing questionnaires that the setting then considers to see how they can improve their practice. Focus for improvement is currently around strengthening the layout of the setting to provide children with opportunities to further develop their self-care skills. The setting has recently acquired funding to install toilets in the playroom which will provide children with opportunities to access these independently in preparation for moving on to nursery school.

Partnerships with parents are particularly strong. Parents are provided with a wealth of information when their child begins to attend to ensure they are aware of how the setting operates and know how to raise any concerns. Daily exchanges of information between practitioners and parents ensures that all parties are aware of the children's changing needs and are successfully informed about their child's learning during the sessions. Parents are complimentary about the regular information they are given about their child and feel that they are very well informed about their child's development. Partnership working with other providers is strong. The setting has developed good systems to share information about each child's stage of learning and development when they move on to different providers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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 action. 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	EY453157
Local authority	Durham
Inspection number	885268
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	16
Number of children on roll	8
Name of provider	Rainbow Nursery (Middlestone Moor) Ltd
Date of previous inspection	not applicable
Telephone number	01388 815815

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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, which are usually the childminder's 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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