

Rainbow Nursery

Derby Hall, West Green Road, London, N15 3PJ

Inspection date	21/03/2013
Previous inspection date	02/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are cared for in a welcoming environment, where they develop close bonds with staff. These good relationships help to develop their confidence, so they explore the experiences offered.
- Children can choose to play in the outside area for most of the day, which supports those who prefer to learn outdoors. Staff plan well for this area, providing stimulating learning experiences for all children.
- Staff are skilled at asking children questions which prompt them to think and give considered responses, so developing their communication and language skills well.

It is not yet outstanding because

- Staff serve children's meals at lunch time and therefore children miss out on opportunities to further develop their independence skills.
- Staff do not make the computer available daily, which disadvantages any children who do not have regular use of a computer 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to parents, children, staff and managers.
- The inspector observed children as they played and took part in regular routines.
- The inspector examined a range of documents including children's records, policies, staff records, risk assessments and attendance records.
- The inspector observed the areas used by children in the nursery.

Inspector

Lesley Hodges

Full Report

Information about the setting

Rainbow Nursery was registered in 2004. The nursery is a privately owned by Rainbow Early Years and Childcare Ltd. It offers full day care provision and is situated in the London borough of Haringey. The nursery operates from a church hall and consists of two play rooms, bathrooms, a kitchen and office. There is access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. . There are currently 23 children on roll in the early years age group. The nursery supports children who learn English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery opens five days a week, all year round, from 8 am to 6pm. Eight members of staff work with the children, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- foster children's independence skills further, for example, by giving them more opportunities to serve themselves at lunch time

- explore ways of providing opportunities to make the computer available on a daily basis, particularly for children who do not have access to such equipment at home.

Inspection judgements

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

Children are inquisitive and confident learners in this welcoming nursery. They take part in activities with enthusiasm and clearly enjoy their time here. Staff understand how children learn and use a range of teaching methods to engage children so that they make good progress in their learning. Staff make effective observations on children as they play and use these observations to plan stimulating activities which match children's interests. Children enjoy exploring water play with a range of equipment which has been introduced after careful observation of how individual children play.

Older children enjoy some structured activities as they prepare to move on to school. They learn about numbers and letters, and staff name words when they are writing to develop children's interest in the written word. Children take part in story time, enthusiastically pointing to and naming different animals and staff take care to include everyone, making

sure each child sees the pictures shown. Children show how they have been learning about letters as they eagerly rush to point out the letters at the beginning of their names to visitors, from those which are displayed. These actions demonstrate children's progress and pride at their achievements. Staff are skilled at asking questions to help children start to develop their thinking skills, such as during a creative activity. Staff and children all talk together about how they will use beads and thread to make bracelets, extending children's vocabularies as they talk. Children proudly show the bracelets to members of staff when they have finished.

Children move freely between the indoor and outdoor areas of the nursery for most of the day. They benefit from outside play even on a cold March day. Their enjoyment of this area is clear to see as they laugh with their friends when running to climb up the steps of the slide. The outside area is well equipped to support children's all round learning. Children enjoy physical play in this area with equipment such as rockers and bikes, and also enjoy painting and exploring sensory objects and displays. All children, including those who prefer to learn outside, have good opportunities to learn both inside and out.

Staff effectively support younger children who are learning to speak. Staff repeat words to them in a gentle voice and encourage children to repeat words. They name familiar objects and explain what they are doing. These actions, and the close bonds between staff and children, help children to expand their vocabulary.

Children who are learning English as an additional language are well supported in this nursery. Staff use key words in children's home languages when they are new to help them settle in quickly. Routines such as hand washing are displayed in pictures, so that children can learn what to do easily.

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

Children make good relationships with staff and show that they are pleased and excited to see staff members arrive. The 'key person' system works well, with named staff taking special responsibility for certain children. This system helps children settle into the nursery and develop confidence quickly to move around and choose activities. Children play well together and willingly share equipment when they know another child is waiting. They are kind to each other, suggesting ways to help one another with small difficulties such as where to put their toys from home so that these are safe. Children's positive behaviour is rewarded with praise and group celebrations of achievements. For example, staff praise new children when they have been trying hard to learn the names of their new friends.

Children learn basic hygiene routines, such as washing hands before they eat and when they come in from outside play. They are developing some personal independence skills, such as putting on their coats when playing outside and hanging them on individual coat pegs when they come in. Children take part as 'helpers' when it is lunch time but staff miss out on opportunities to encourage children's independence further by serving their own lunches and developing their ability to judge how much to serve themselves.

Parents comment that their children are prepared well for moving between rooms in the nursery. Staff know children well and they spend time talking to and supporting children in their play. The relaxed atmosphere and positive adult interaction helps to develop children's confidence and self esteem. Children are prepared well for the next stage in their learning, either within the nursery or when going to school. Staff share the knowledge they have gained from various courses to enhance the nursery. For example, recent courses have covered transitions and outdoor play and ideas learned have been put into practice.

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

Staff work together effectively to form a strong team and share their knowledge of children's needs. All staff have a good understanding of the Early Years Foundation Stage requirements and use this knowledge well to plan enjoyable learning experiences for children. Staff discuss training needs with each other and with the management team. They deliver in-house training to the rest of the team so that they can jointly implement ideas and all staff can understand the reasons for any changes.

All staff and the owner have a good understanding of the safeguarding procedures to follow if they have concerns about a child at the nursery. They understand their responsibility for keeping children safe and talk confidently about the procedures which are followed if a referral has been made. Staff conduct daily risk assessments, so children play in hazard free environments. The nursery is secure, ensuring that all visitors to the nursery are met by a member of staff. Recruitment procedures are good, and all staff have had checks to pass them are suitable to work with children. All these measures help to keep children safe in the nursery.

Parents are consulted about various aspects of the provision. They receive questionnaires and talk to staff members about aspects of the routines. Parents are invited in to discuss children's development during regular parents' evenings which are arranged to fit in with parents' work or study commitments. Partnerships with parents are effectively developed in other ways too. Parents of younger children receive daily written sheets and verbal feedback about children's care needs and activities during sessions. Older children have 'home books' where parents and key persons write about learning at home and in nursery. These books are used to keep parents informed of children's learning and to provide ideas for activities to do at home. Parents are in close contact with staff about children's particular needs and are confident that staff know their children well.

The nursery works well with external advisors and uses suggested report formats to provide information to schools when children move on. Ideas from monitoring visits are acted upon and nursery staff continuously reflect on their own practice. The management team conduct staff appraisals, supervision meetings and observations on staff performance to ensure that all children are given the support they need to make good progress.

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 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	EY284515
Local authority	Haringey
Inspection number	908682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	23
Name of provider	Rainbow Early Years and Childcare Ltd
Date of previous inspection	02/11/2009
Telephone number	0208 8818850

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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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