

# Coat of Many Colours Nursery

4 New Windsor Street, UXBRIDGE, Middlesex, UB8 2TU

<b>Inspection date</b>	26/03/2013
Previous inspection date	19/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 warm relationships with the staff who care for them. Consequently, children are happy, content and settled in all the age group rooms.
- Staff are aware of the progress children are making because of the effective systems to plan and assess for their learning. Children are making good progress overall in all seven areas of learning because they have access to a broad range of resources.
- Children are keen to learn and join in. They are active learners.
- There are positive relationships with parents and effective partnerships with others who share the care of the children.

### It is not yet outstanding because

- there are fewer opportunities to use the outdoor environment as a resource to promote children's learning effectively, across all seven areas of learning
- the messages to reinforce children's awareness and understanding of their own safety consistently are sometimes missed.

## 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 children in their play and in their interactions with staff.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector engaged in discussions with the manager, staff, children and parents.
- The inspector offered the manager an opportunity to participate in a joint observation.

## Inspector

Aileen Finan

## Full Report

### Information about the setting

Coat of Many Colours Nursery is a registered charity managed by a board of trustees. It registered in 2007 and operates from a number of rooms in a converted building in Uxbridge, in the London borough of Hillingdon. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 46 children in the early years age range on roll. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children have access to an enclosed outdoor play area, with designated gardens for children under two and the older children. The nursery employs 10 staff including the manager. All staff hold relevant childcare qualifications. The manager holds Early Years Professional status. The nursery is able to support children who have special education needs and/or disabilities. The nursery is registered to provide free nursery 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:

- extend the opportunities for children to be curious, explore and play actively outdoors across all areas of learning
  
- promote children's awareness of their own safety through their everyday play activities.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They plan effectively to support children's individual needs and learning by using secure planning and assessments on the children, based on their starting points and interests. Children are happy and content at the nursery. They enjoy a wide range of toys, resources and activities, which promote their learning effectively across all seven areas. Consequently, in relation to their starting points, overall, all children are making good progress in their understanding of language, in their communication; and physical and emotional development. Children are very well prepared for the next stage in their learning.

Children enjoy their play. They have fun indoors and outside. However, opportunities to promote children's learning effectively across all seven areas of learning, using the

outdoors as an effective resource are less well developed. Nevertheless, indoors children thrive through a stimulating environment. They are engaged in their activities and eager to join in. Children are interested in taking part in role-play, dancing to music from around the world or listening to stories. Children are confident to offer their ideas about what happens next as staff read, and in choosing their favourite books. Staff encourage children's language well as they ask the children questions about the stories, for example, about what the houses are made of in a favourite book. Children demonstrate they are confident talkers as they are keen to join in the discussion and offer their ideas. Younger children demonstrate their growing understanding of language as they join in 'hide and seek' games with staff. Staff talk about where the children can hide and they respond, demonstrating their developing understanding of verbal communication. Children can recall rhymes and confidently demonstrate their ability to take part by using actions in their singing, as well as sign language during their nursery song. In addition, children learn about number and counting, joining in enthusiastically with number rhymes. Staff support children's mathematical development well, encouraging children to count and talk about 'one less'. Babies enjoy cuddles and floor play. Staff encourage them to watch others and explore with their hands and feet. This promotes children's sensory experiences. Toddlers play in the sand and develop their relationships with others as they play hide and seek together. Overall, staff use their knowledge to re-shape activities in order to support children's individual needs and therefore children are interested in what they do. Children are learning comfortably within the typical range of development expected for their age.

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

Children have warm bonds with staff who are good role models. The well-established key person system helps children to form secure emotional attachments and promotes children's well-being. Staff support babies' needs and routines effectively throughout the day. Therefore, babies demonstrate their contentment, safety and security. Children behave very well. Staff are deployed responsibly and give clear guidance to children about behaviour expectations. As a result, children are learning respect for one another and their surroundings. Children are becoming aware of their own safety, however, sometimes staff miss opportunities to further enhance children's awareness. For example when children are using scissors during an activity staff do not remind them about the need to stay sitting down when using them.

There is focussed attention to promote children's independence. For example, older children are confident to put on coats and gloves when going outside. Children are also encouraged to use the toilet independently too and understand the need to wash their hands after. Children are therefore learning to be confident and ready for the next stage in their learning by learning these important hygiene routines. The systems for nappy changing in the baby room are effective and appropriately conducted.

Children play happily within a stimulating, well-resourced and inclusive environment. They engage in a wide range of experiences that help them to be curious. Young babies sleep according to their needs and routines. Older children enjoy a planned naptime if they need

it. This means children wake refreshed and ready to return to their play. Children enjoy healthy and nutritious snacks and meals provided by the nursery. Staff understand children's dietary needs and preferences and respect these at all times. There are regular opportunities for outside play. Consequently, children benefit from fresh air and exercise.

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

The leadership and management of the nursery are strong. Staff are positively committed to safeguarding children's welfare. They understand the requirements for working in partnership with parents, appropriate sharing of information about children and keeping children safe. All staff complete first aid training, food hygiene and safeguarding awareness training as part of their effective induction procedures. Staff have a thorough understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully acknowledge their responsibilities to safeguard children and understand the procedures to take should they have a concern about a child in their care. Recruitment practice is strong and therefore, helps to ensure that the adults working with children are suitable to do so. Robust risk assessments and daily checklists promote children's safety further, enabling them to play happily in a safe and secure environment indoors and outside. The nursery provides parents with copies of their thorough policies, which support children's safety, health and well-being. Parents also inform the processes to evaluate the success of the nursery, through their feedback and written questionnaires. The nursery is confident to demonstrate and highlight the strengths of their provision and planned targets for future improvement.

Staff at the nursery have a good understanding of how children learn and develop. The nursery has effective systems to determine children's individual starting points through their discussions with parents and the initial observations completed by staff. This effective practice helps to monitor children's progress and plan accurately for their future learning. Staff complete monthly assessments and plans for children's individual next steps across all seven areas of learning. Staff are therefore efficiently able to identify children's additional needs, and act upon these to ensure that children receive timely intervention if needed. There are positive relationships with parents, who say they are happy with the care their children receive. Staff regularly share children's progress with parents. Consequently, staff are able to offer guidance on how parents can extend children's learning at home. Good systems are in place for children's transitions from one age room to another. There are also effective partnerships with feeder school and other agencies that support the care and well-being of the children. Overall, children are making good progress in relation to their starting points.

### **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

<b>Unique reference number</b>	EY347369
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	910186
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	46
<b>Name of provider</b>	RCCG Kingsborough Family Church
<b>Date of previous inspection</b>	19/01/2012
<b>Telephone number</b>	01895 272885

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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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