

# Rainbows Day Nursery

The Pavilion, White Knobs Way, CATERHAM, Surrey, CR3 6RH

## Inspection date

Previous inspection date

27/06/2013

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 are making good progress in all areas of learning because staff support their individual ideas and feelings during activities.
- Assessments provide an accurate account of all children's skills and abilities and are used well to inform planning.
- The environment is bright, welcoming and inspiring with a good range of accessible resources.

### It is not yet outstanding because

- There are few activities to help children learn about the wider world and different cultures and abilities.
- Opportunities for children to learn about print and to learn the sounds that letter make are not fully extended in the programme for literacy.

## 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 observed activities involving staff and children.
- The inspector sampled children's assessments.
- The inspector spoke to parents and reviewed written parent feedback to ascertain their views of the nursery.
- The inspector looked at policies and procedures for Safeguarding.

## Inspector

Debra Davey

## Full Report

### Information about the setting

Rainbows Day Nursery opened in 2013. It operates from a sports pavilion in Caterham, Surrey. The nursery has access to three playrooms, a sleep room, toilet facilities, an office and a kitchen. The nursery opens five days a week all year round. Opening times are from 8am to 6pm. The nursery takes up to 30 children and there are currently 21 children on roll. There are five members of staff, of whom, two are qualified. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

### What the setting needs to do to improve further

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

- provide a wider range of activities to help children learn about the wider world, different abilities and cultures
- enhance the programme for literacy through the use of labelling and helping children learn the sounds that letters make.

### Inspection judgements

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

Children are happy and settled due to the attentive care of the staff. They receive excellent support because adults respect their ideas, thoughts and feelings throughout the day. For example, when they arrive in the morning they sing the 'Rainbow song' and discuss how they are feeling today. Children are encouraged to express themselves and say how things feel or smell during cooking and outdoor activities. This helps their communication and language and supports their well-being, because staff listen and take an interest in their views. Children confidently talk about feeling happy or sad during planned drawing activities using mirrors to look at their own faces. Staff always offer comfort to children, for example, if a child becomes tired at lunchtime, children enjoy a cuddle and a chat to soothe them.

Children enjoy messy activities that are planned well to support their learning. They enjoy painting, water play and exploring squelchy porridge, with staff close by. Staff ask the children to describe how the paint and porridge mixture feels and this enhances both their physical and communication development as they talk about the textures of the mixture.

Although there is very good support for children's language, staff are not secure in linking sounds to letter to help children learn the sounds that letters make. They have started to use labelling in the setting but this has not been extended to all play areas. This limits the extent to which children can learn that print carries meaning, although children eagerly listen to stories staff read to them. Some books and resources reflect different cultures and abilities in a positive way. This helps children learn about difference and value others. However, there are few planned activities to help children learn about the wider world and people from different backgrounds.

Staff are careful to track the progress that children make in their learning. They work with parents to identify what children know and can do when they start nursery. They seek the views of parents and children. They use the information to plan for the child's next steps in their learning through a range of exciting and challenging activities. Detailed progress reports are shared with parents so they can see the progress their child has made and contribute ideas about their child's interests and needs. This means that staff can successfully plan for children individually.

Staff work well with other agencies caring for children. They have developed links with the local children's centre and the local authority which ensures that all children's needs are met. They use the two year check to identify children's strengths and abilities early on and work with parents to develop plans for children requiring additional support. This means that children are making good progress and rapidly gaining skills they need for future learning.

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

The owner has successfully risk assessed the nursery and garden to make sure the building is secure. Toys, furnishings and educational materials are of exceptional good quality and safe. Emergency evacuation is practised with the children to ensure that, according to their age and understanding, they learn how to stay safe. Children show that they are emotionally secure because they settle quickly into the setting and the routine. They behave very well because they feel secure due to the meaningful praise given by staff. The key person system is managed well; each child is allocated a key person and staff know children well. They carefully record children's starting points and use books to record their likes and dislikes. This means that children's ideas, thoughts and feelings are highly valued. This fully supports their self-esteem and well-being.

Care practices are good. There is a clear daily routine to help children feel secure and learn what happens next. Staff use visual clues and photo's to help children who are not yet speaking to learn the routine and communicate with others. There are age appropriate expectations to help children learn how to be responsible, for example even younger children are involved in making carrot cake for dessert. This helps them learn about healthy foods and enjoy home cooking. Skilled support from staff means that children are learning to measure and count the ingredients, extend their vocabulary, as they talk about the textures and smells of the food. They are learning to use their small muscles as they mix and pour the ingredients. Children concentrate for extended periods of time because

they enjoy their learning.

All children are involved in growing fresh fruit and vegetables in the garden and staff use the produce to make healthy meals and snacks. This means that children learn about where food comes from, healthy eating and how to stay healthy. There are regular routines for hand washing, toileting and nappy changing which foster children's independence and self-care. The nursery is very clean and well-presented indoors and outside. This shows that staff respect the environment they provide for the children attending.

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

The owner and manager are fully aware of their responsibility to meet the safeguarding and welfare requirements, and those for learning and development. All staff have attended Safeguarding training and know what to do if they suspect that a child is at risk from harm. Comprehensive policies, shared with parents, make sure that all understand their responsibilities. Regular risk assessments take place to make sure that children are cared for in a safe learning environment. The manager has robust recruitment procedures for checking staff suitability. All staff have regular supervision with the manager to identify training needs and develop staff knowledge to ensure that children's needs continue to be met.

The management team work with the early years department from the local authority to monitor the programme for learning and development. Partnerships with the local school and children's centre are rapidly developing to provide excellent care and education. Staff plan a range of activities in all areas of learning and they record the progress children make. Planning the next steps for individual children on a regular basis means that each child has a learning experience that is tailored to meet their individual needs. The systems for assessment and planning are reviewed using a self-evaluation system. For example, managers know that although the setting is small at the moment, there will be more children attending next term. This has prompted them to review their systems to make sure that they continue to deliver the high standard of care and education they offer. This means the setting knows itself well and is able to plan for change.

Staff work closely with parents and they share information with them about the progress their children are making. Parents spoken to during the inspection and written feedback shows that parents are delighted that their children are secure and happy with the progress they are making. This means that children are enjoying their time in the setting and are well prepared by the time they move on to school.

### **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

<b>Unique reference number</b>	EY457163
<b>Local authority</b>	Surrey
<b>Inspection number</b>	899832
<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>	30
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Rainbows Nursery (Caterham) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01883370377

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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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