

Rainbow Lodge

12 Elloughton Road, BROUGH, East Yorkshire, HU15 1AE

Inspection date	02/08/2013
Previous inspection date	29/11/2011

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

- Staff are skilled and enthusiastic practitioners who provide children with a wide range of interesting experiences. Consequently, children have fun in their learning and make good progress in their development.
- Children are confident in their environment because they know what is expected of them. Their efforts and achievements are valued and fully acknowledged by the staff, which means they behave in an exemplary manner and become highly independent individuals who delight in their own abilities.
- Staff give high priority to working in partnership with parents, which means information about children's care and learning needs is communicated very effectively. Consequently, children settle very well and parents have trust in the staff who care for them.
- Children are well protected and kept free from harm because staff give high priority to providing a very safe and secure environment for them to play and learn.

It is not yet outstanding because

- The rich opportunities for children to see print, and learn about and use words and numbers, are not fully extended to the outdoor play area.
- Children are sometimes not given sufficient time to finish the activities they are involved in and complete their ideas when playing outdoors.

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.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the playrooms and outdoor area.
- The inspector met with the managers and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation of a story activity with the nursery's early years professional.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Rainbow Lodge was registered in 2003 and is on the Early Years Register. It is privately owned and managed by a husband and wife team who each have responsibility for the day-to-day function and business management of the nursery. It operates from a purpose-built two-storey property in Brough, in the East Riding area of Yorkshire. Children are cared for in four rooms, with an enclosed area for outdoor play.

The nursery employs 15 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, two at level 4, three at level 5, one at level 6 and one has Early Years Professional Status. The nursery is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year. There are currently 80 children attending for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It receives support from the local authority and achieved the Investors in People award following re-assessment in July 2011.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying names and signs
- enhance the organisation of children's access to outdoor play so they have consistent opportunities to finish the activities they are involved in and complete their ideas.

Inspection judgements

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

Staff's teaching is rooted in a good knowledge and understanding of the Early Years Foundation Stage and the characteristics of effective learning. They are very enthusiastic in their approach and delight in joining in with children's play, which inspires children to extend their knowledge. For instance, one member of staff acts as the customer in the role-play area that is set up to represent an optician's shop. She enables children to carefully test her vision and decide which pipe cleaner 'spectacles' will suit her best when they diagnose she needs to wear these. The member of staff takes the children's advice very seriously and wears her 'spectacles' with pride for a good amount of time. This clearly shows children that their thoughts, efforts and ideas are respected and valued. Staff make

regular observations of children's learning and keep detailed records of their progress. This includes the required progress check at age two. The records are regularly shared with parents and any achievements from home are embraced and included in the record. This promotes a very effective shared approach to promoting children's learning. Consequently, children make good progress in their development and are well prepared for the transition to school when the time comes.

Children are provided with a bright and stimulating environment in which to play and learn. Toys and resources are attractively presented at children's height, which means they can make independent choices in their play. For instance, a very young child becomes engrossed as she plays with small world toys. She confidently directs her own play and sustains her concentration as she puts play figures in a bed and places a cover over them. She then puts her finger to her lip and says, 'shh' to indicate they are sleeping. This clearly shows the child is relating her home life experiences to the resources, to help her mould and direct her own play and learning. The indoor environment is rich with print and numerals to show children words and numbers have meaning. For instance, older children use their name cards to self-register and words are displayed linking to activities, such as sand play. However, these rich opportunities are not fully extended to the outdoor area, which means children are not fully supported in understanding how words can be used in context in different environments. Staff provide babies with interesting opportunities to learn through exploration and by using their senses. For instance, they give them time to explore pieces of sheer fabric and musical instruments, such as shakers, so they learn about different textures and sounds. Staff then extend babies' learning by covering the instruments with the fabric and after a short period of time removing this. Babies giggle with delight as the object reappears, which helps them to learn that objects are still there even though they are out of sight.

Staff skilfully adapt their practice to follow children's interests. For example, when a group of younger children decide to use brushes and water to clean wheeled toys outdoors staff actively encourage them to do so. As a result, children become fully immersed in the process because they are able to test their ideas and play imaginatively in a purposeful way. They show pride in their achievements as they state the toys are now 'clean and shiny'. Staff give high priority to promoting children's development in communication and language. They make good use of conversation as children play and talk about learning rather than just directing. This encourages children to think critically. For instance, as older children explore mixing coloured water one member of staff looks puzzled and asks, 'oh, how did you make that colour?'. She gives children time to formulate their answer and they then confidently explain that they have mixed red and blue to make purple. Staff skilfully capture children's interest as they tell stories using props and different voices. As a result, children show high levels of interest and are not easily distracted. For instance, a member of staff uses puppets as she tells older children a story about three 'billy goats'. She skilfully encourages children to join in with familiar refrains, which they do so with gusto. She then asks them to help put cards telling the story in the correct order so she can gauge their understanding of this.

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

Children's transitions into the nursery are managed very effectively, which makes the experience pleasant for them and their parents. For example, key persons take their role seriously and make sure they have ongoing discussion with parents about children's individual needs. This means they are able to provide care that reflects children's home life. They respond quickly to children's needs and develop close and trusting bonds with them. For instance, when one very young child is feeling a 'little under the weather' his key person responds with soothing words and cuddles to reassure him. Staff provide good opportunities for children to take part in activities in the local community. Babies are taken for walks to feed the ducks and a nativity play is performed in the local church at Christmas for parents. Parents are invited into the nursery to share their skills with children, such as leading activities linked to their cultural celebrations. This enables children to develop confidence in interacting with adults other than their normal carers, which further prepares them for school.

Children of all ages have opportunities to play outdoors each day. This means they benefit from fresh air and physical exercise as they run around and develop their coordination through riding wheeled toys, using balance beams and a climbing frame. Children learn about cause and effect as they send cars down large cardboard tubes and they become fully immersed as they make marks with brushes and coloured water on the ground. However, the organisation of when the different ages of children can use the one outdoor area is not always managed as effectively as possible. This means children's deep involvement in outdoor learning is sometimes cut short as they sometimes have to return indoors before they have completed their play. Children are provided with nutritious meals, which they thoroughly enjoy. Items they have grown themselves are included in the dishes when possible, which means they develop a positive attitude towards healthy eating. Staff clearly explain to children the importance of drinking plenty of water during hot weather. The impact of this is very evident as older children confidently relate how this stops them getting a headache.

Staff actively support children to learn about personal safety. For example, older children are taught to put their name card on the picture of a toilet before accessing the facilities so staff know they have left the room to do so. Visits from personnel linked to the emergency service are also used to reinforce children's understanding of fire and road safety. Children learn to behave in an exemplary manner because staff have high expectations of them and expect them to be capable. As a result, children develop very good levels of independence and are highly confident in their abilities. For instance, older children help to prepare the activities, such as bringing painting aprons outdoors. All children make a very positive contribution to the life of the nursery. For example, older children take turns to prepare the tables for lunch and to ring the bell to indicate it is time to tidy up. All children have been involved in choosing names for the chickens they have watched hatch and who are now kept on site. For instance, as one young child plays outside she greets the chickens with a cheery 'hello chickens' and delights in watching them for some time.

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

The nursery is led and managed very efficiently. This means that the requirements of the Statutory framework for the Early Years Foundation Stage are met to a good standard. The recruitment and vetting of staff is thorough, as is their induction into the nursery and their performance management. For instance, all members of the team have an annual appraisal when they are encouraged to reflect on their performance and consider any training that would be beneficial in enhancing this further. They are then supported fully by management in achieving their goals. All staff attend training in child protection, and as a result, they are confident in identifying what could indicate that a child may be being abused or neglected. They know the procedure to follow for reporting any concerns. All members of the team are friendly and approachable and ensure children are well supervised at all times. For example, one member acts as a 'floater', providing additional support as required in the various rooms. Staff are also meticulous in carrying out daily checks, which ensures children have a safe and secure environment in which to play and learn.

Staff work very well in partnership with parents. Information parents receive is of a good quality, which means they are well informed about all aspects of the service. For example, information about the youngest children's day is provided via individual diaries. Parents are invited to an annual open-evening which gives them opportunities to discuss their children's ongoing progress in great depth. Staff from the local children's centre are also invited to attend, so parents can learn about their role and the activities and support they provide for families in the area. Parents are keen to express their satisfaction of the service. For example, they state that they find staff very caring and they particularly like the daily diary they provide as this means they can knowledgeably discuss their child's day with them at home.

Staff work closely with providers of other settings children also attend or will move onto. For instance, teachers from the local school are invited to visit the nursery to meet the children in a familiar environment. The nursery staff also display pictures of uniforms from the different schools. Children delight in pointing out which one they will wear, which shows that they are well prepared for the transition to their new setting and face it with excitement and not trepidation. High priority and an inclusive approach is given to monitoring the quality of the service. For example, any ideas for improvement that staff want to implement following further training are embraced by management. Parent questionnaires are issued on a regular basis to ensure their views of the service are known and responded to. For example, feedback from these has resulted in wipe boards being installed outside the older children's rooms, to provide more detailed information about how this age group has spent their day. Since the last inspection the outdoor area has been significantly improved, which includes installing an area of artificial grass where babies in particular can play safely. The recommendation raised at the last inspection has been addressed successfully and more resources to support older children's understanding of information and communication technology have been purchased recently. This was in response to the successful monitoring of the educational programmes, which identified that some children's development was slightly below the expected level for their age in this area. The gap has closed as a result. A clear development plan is in place to show how the nursery will be moved forward. All of which, means the capacity for continuous improvement is good, which in turn enhances the outcomes for children's care and learning.

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	EY260996
Local authority	East Riding of Yorkshire
Inspection number	872679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	80
Name of provider	Lee Anthony Wilkinson
Date of previous inspection	29/11/2011
Telephone number	01482 668556

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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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