

Rainbow Day Nursery

Torbay Hospital Annexe, Newton Road, Torquay, Devon, TQ2 7AB

Inspection date	22/08/2013
Previous inspection date	14/10/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Experienced staff provide an extensive educational programme to promote children's learning and development successfully.
- Staff have an excellent awareness of children's individual needs and complete comprehensive observations and assessments to support their next steps in their learning.
- Children are eager to learn and have an excellent range of toys to choose from and well planned activities to support their learning and development.
- The nursery has an excellent partnership with parents keeping them very well-informed on a daily basis how their child has been and the progress they are making.
- Rigorous self-evaluation procedures result in drive and ambition to further develop the provision.

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 the children in the playrooms and the outside play areas.
- The inspector conducted a joint observation with a member of staff.
- The inspector held discussions with the manager, staff and the children.
- The inspector sampled children's assessment records, policies and procedures. Including safeguarding documentation.

Inspector

Sally Hall

Full Report

Information about the setting

Rainbow Day Nursery was established in 1988 and moved into a purpose built building, set in large gardens on the Annexe site of Torbay Hospital in 2002. The nursery is owned by South Devon NHS Foundation Trust, and provides full day care and holiday care for children of staff employed within the South Devon Health Community. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for two, three- and four-year-olds. There are currently 120 children on roll in the early years age group attending at different times of the week. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery is open from 7am to 6pm throughout the year. The holiday club operates from a building adjacent to the nursery. It is open for 13 weeks of the year. From 7.45am to 6pm. There are 35 members of staff working within the nursery; all but one of these holds a relevant childcare qualification.

What the setting needs to do to improve further

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

- consider increasing the older children's independence by encouraging them to serve themselves at lunch times.

Inspection judgements

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

Children have an excellent welcoming environment in which to play. They are extremely happy and confident. They are pleased to see their friends on arrival and confidently introduce themselves to visitors. The staff have a very good rapport with the children. There is a very effective key person and 'buddy system' in place. This ensures that children are well supported as they play and provides continuity of care. The key person knows their children exceptionally well including their likes, dislikes and individual interests. Key persons use this information to support their planning to ensure that every child has exciting, valuable learning experiences to support their learning and development. Children receive consistent praise and encouragement and this supports their high levels of self-esteem.

The staff have an excellent understanding of the Early Years Foundation Stage and how children learn through play. Staff provide children with a very good balance of child-led and adult-led activities. They complete comprehensive observations and assessments on

the children, which include photographs of the children at play and their family members. The children enjoy looking through their learning journal with pride, recalling recent events and are clearly proud to show some of their work and photographs of their family. These journals are shared with parents so they are fully involved in their child's learning and development.

Children are extremely confident to express themselves and say what they would like to do, They are involved in decision making and confidently choose where they would like to play. The older children are able to move freely between the indoor playrooms and the outside play area. They confidently put on overalls and boots to play in the mud kitchen, knowing they can get dirty. Children have an excellent range of tools to support them in their role play such as pots, pans and rakes. They share and take turns well and give each other ideas as they play. For example, saying 'we are the builders; we are building a swimming pool'. They eagerly talk about what they are doing as they dig saying 'we may find treasure'.

Children enjoy group stories, singing and action songs and confidently ask for their favourite songs. They learn to keep themselves safe and each other safe as they play. For example, when playing physical games and using the ride-on-toys. The babies are supported extremely well. They have excellent nurturing homely rooms in which to play and develop. Their individual routines are known and met exceptionally well by the staff. Babies learn to explore from a very young age such as playing with cornflakes, filling and emptying containers and enjoy sampling the cornflakes as they play. The toddlers are encouraged to explore with natural toys and resources and use treasure baskets, heuristic play and sensory materials. Children have easy access to crayons, pencils and paper to support their early learning writing skills as they play. They enjoy role play such as the 'Pet Corner' and bring photographs in of their pets at home. The children enjoy being outside and use their own ideas and imaginations. For example, gathering logs to build a large bonfire. Children learn about nature with interest and comment on the holes in the leaves of the tomato plants they have planted. A child eagerly brings in a caterpillar to show to his friends. The children curiously talk about what will happen next and try to guess what colour the butterfly may be.

Staff engage extremely well with the children as they play, asking good questions to extend their thinking. The children concentrate extremely well at their chosen task and finish it to their own satisfaction. They take pride in putting their pictures in their drawers to take home. Children have the opportunity to learn about their local community and the wider world in a meaningful way to support their understanding of diversity. They have an excellent range of toys and resources to choose from as they play. The children are curious, inquisitive, and keen to learn, which are all good skills to support their future learning. They are supported well in being ready for starting school.

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

There are secure systems in place to support new children to settle and for parents to meet their child's key person. Useful information is completed when children first start including an 'All About Me' document. Staff give children time to settle and support them extremely well when they move rooms in the nursery. Children have very positive relationships with the staff and are familiar with the routine for the day. This supports them to feel safe, secure and gain an understanding of what is expected of them. Staff provide children with plenty of praise and encouragement. They are consistent with how they deal with behaviour. The staff use sign language to support children with limited speech and have posters and pictures to support children's understanding of English as an additional language. Children are reminded not to run indoors and know the nursery rules and consequently children behave extremely well. They listen well to instructions and respond appropriately. They are kind and thoughtful to each other as they play. They know to share, take turns and are familiar with routines such as lining up to go outside to play. They spontaneously brush up after themselves when they spill something and eagerly help at tidy-up time.

All children are supported to learn to be independent at meal times and they learn to pour their own drinks from a young age. The older children confidently decide when they want to have their snack and are familiar with the routine to wash their hands. They confidently serve themselves and use knives to cut their fruit. However, the older children have fewer opportunities to extend their independence by serving themselves at lunch time. Meal times are very social occasions with staff sitting with the children supporting them to learn good manners and recalling what they have been doing in the morning. Children eagerly go outside to play and enjoy exploring and using the equipment to support their physical development. Outdoor play is very much promoted and included in the planning for all ages of children to support their health and physical development. Children who are less keen to play outside are equally supported to be fully engaged in play activities indoors and join in outdoor activities when they are ready.

Children are supervised well at all times. They are encouraged to see their siblings during the day if they are in a different room. They learn about keeping themselves safe and each other safe as they play. They confidently learn to use tools safely such as scissors from a young age. Children learn that they must walk indoors and to give each other space when playing physical games. Children are developing extremely good skills to support a good foundation in readiness for starting school in a very caring and extremely enabling and well resourced environment.

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

Children's safety and well-being is given high priority. There are secure systems in place to monitor children's safe arrival and departure. Parents ring to gain entry to the building with a video/audio entry system. Children are supervised well at all times while in the nursery. Comprehensive risk assessments are completed and staff carry out daily checks of all areas used. This supports children to be safe as they play. Rigorous recruitment and

induction procedures are in place to ensure that all staff are appropriately vetted and are clear of their roles and responsibility. The induction procedure includes the nursery induction and also the Hospital Trust induction. It includes health and safety, how to deal with behaviour management and the importance to ensure children are safeguarded at all times. Comprehensive policies and procedures are in place including a complaints policy that the setting adheres to. The staff have regular supervision and appraisals and are reminded of the policies including the 'Whistle Blowing Policy'. The staff have completed safeguarding training and are clear of the procedure to follow in the event of a child protection concern.

The management provide very good support for the staff and monitor the progress children are making by regularly checking children's learning journals and each room's planning to ensure that all areas of learning are sufficiently covered. The staff are enthusiastic, experienced and work effectively as a team. They are well-qualified and have a commitment to undertake further training both internally and by attending external courses. They are deployed well throughout the nursery to ensure that every child is well supported in their learning and development.

The nursery has an excellent partnership with parents to ensure they are fully informed of how their child has been, what they have been doing and the progress they are making. Staff warmly welcome parents and encourage them to share their skills. The nursery has good links with other settings that children attend and work closely with outside agencies to provide a fully inclusive provision and to ensure that every child develops to their full potential. The nursery staff have very high expectations of themselves and they continue to provide excellent quality care for children. They are very proactive in their own self-evaluation and reflect on their practice and the learning outcomes for every child. They have staff meetings to share their practice and to monitor the provision to continue to drive for improvement.

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	139435
Local authority	Torbay
Inspection number	929170
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	120
Name of provider	South Devon Healthcare NHS Foundation Trust
Date of previous inspection	14/10/2010
Telephone number	(01803) 654150

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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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Piccadilly Gate
Store St
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M1 2WD

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