

Rainbow Nursery

Richmond House Rutland, Harlescott Grange, SHREWSBURY, Shropshire, SY1 3QG

Inspection date

09/09/2013

Previous inspection date

27/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Play activities offer interesting and challenging experiences, for all children, who overall are supported well in their learning. As a result, children are happy and active learners, well prepared for their next stage of learning, including school.
- Settling in procedures are noted by parents, as a particular strength of this setting resulting in excellent links with home and happy, secure attachments for all children.
- Partnerships with parents are extremely strong and working with outside agencies is well established, with other professionals making positive contributions to meet the individual needs of children.
- Planning and assessment of children's progress is consistent and precise, ensuring individual children's needs are identified, targeted, and interventions sought so that gaps are closing.

It is not yet outstanding because

- Staff's practice to skilfully question children during play and learning experiences differs throughout the nursery. As a result, children are not consistently encouraged to think critically and creatively in their learning.
- Despite children progressing well, there is scope to further promote children's use of numbers and mark making, both indoors and in the outdoor environment in order to provide more opportunities for children to express themselves and enhance their use and understanding of early numeracy and writing skills in their play.

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 observed play activities and staff interaction with children.
- The inspector spoke to the manager, staff and children during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector examined a sample of children's records, procedures and staff recruitment documentation.
- The inspector took account of the positive views of parents spoken to throughout the day.

Inspector

Patricia Pickens

Full Report

Information about the setting

Rainbow Nursery opened in 1993 and operates from three rooms within a Children's Centre Services building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in the town of Shrewsbury, Shropshire. The group is open five days a week during school term times on a Monday, Tuesday, Wednesday, and Thursday from 9am until 12noon and 12noon until 12.45pm for a lunch club and also on a Monday, Wednesday and Friday from 1pm until 4pm.

The nursery is registered on the Early Years Register. There are currently 36 children aged from two years to under five years on roll. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are seven members of staff, six of whom hold National Vocational Qualifications at level 2 and 3. The setting receives support from the local authority and provides funded early education for two-, 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:

- identify gaps in staff knowledge to improve the quality of teaching even further so that children are helped gain the highest levels of achievement possible, for example, by embedding a consistent approach to skilfully questioning children during play activities, to further enhance their critical thinking and creativity
- develop further opportunities to promote children's use of numbers and mark making in play and in the outdoor environment, to enhance children's understanding and use of numeracy and literacy in their play.

Inspection judgements

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

Staff have a good understanding and knowledge of how to promote children's learning and development in all areas. Play activities offer interesting and challenging experiences which meet the needs of all children, who overall are supported well in their learning. As a result, children are happy and active learners, well prepared for their next stage of learning, including school. For example, a phonics activity for older children is made interesting and fun. The letter 'a' is introduced as the letter of the week. Children are

given a tray with items beginning with the letter 'a' and sound out each word phonetically. Staff refer to the letter of the week each day, throughout activities, to build on children's prior knowledge. Books have been introduced into all the cosy areas in each room, including outdoors. A variety of additional aids, such as persona dolls, puppets and soft toys are used to bring stories to life from the printed page. Staff have recently been involved in the 'Every Child A Talker' project and are very motivated in supporting children; and raising children's attainment in communication, language and literacy. Parents participate in this initiative, sharing story books which their children take home to share. Many comment how their children enjoy looking at books and they have seen an improvement with how they use and treat books since starting nursery.

Children are effectively supported in the development of communication and language skills and in their physical, personal, social and emotional development so that children of all ages and abilities make good progress in their learning. At story time, the children are drawn into a very exciting version of a familiar tale about a tiger who came to tea producing their own sound effects, of 'roaring'. They are able to predict, suggest ideas and happily enjoy the story coming to life. Most practitioners listen to and skilfully question children during activities to reshape tasks. Practice is good, and staff display high expectations of children's behaviour so that they play and learn effectively.

Staff support and engage all parents in their children's learning, ensuring they are kept fully informed of their children's progress, how they can extend learning at home and ensuring continuity for the children. In addition to home link books, the children bring 'please help me' sheets, to their parents when they are building new skills, enabling families to work together in the formation of their child's early learning. Activities are used to build self-esteem and personal self-worth. For example children enjoy a game of 'Rhyme Sack' and relish dipping into the sack to choose an object. Each child suggests a rhyme and these are personalised to include the child's name, causing much laughter. However, staff's practice to skilfully question children during play and learning experiences differs throughout the nursery. As a result, children are not consistently encouraged to think critically and creatively in their learning.

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

Settling-in procedures are noted by parents as a particular strength of this setting resulting in excellent links with home and happy, secure attachments for all children. Parents agree that they are happy with the admissions policy of the nursery. The manager personally visits each child at home. She discusses with parents initial information about each child, to use as a starting point. The children are then invited in for 'taster' sessions and the children become familiar with the staff and the nursery environment, easing the move from home to nursery. The key person system is effective and ensures all staff use effective, targeted interventions to support learning that matches children's individual needs as well as meets their emotional needs.

Care practices are good because staff appear well established in their key person roles, enabling children to form secure and happy relationships, promoting their emotional well-being, and independence. The effective key person system also ensures all staff use well

targeted interventions to support learning that matches children's individual needs. Staff act as excellent role models for children and friendships amongst peers are forged, children are resilient, and learn tolerance and respect for those who are different within nursery and the wider community. The introduction of 'Wellie Wednesday' the setting's adaptation of forest school has been inspirational and enjoyed by children in all weathers. The opportunity to explore mini beasts in their natural habitat and grow their own vegetables provides children with an insight into the natural world around them. The outdoor garden promotes a range of physical skills. Children climb, run, skip and ride scooters, kick footballs and test their coordination in trying to score a basket. Despite children progressing well, there is scope to develop more opportunities to promote children's use of numbers and mark making, both indoors and in the outdoor, to allow children to express themselves and acquire the formation of early numeracy and writing skills in their play.

Lunchtime is a calm, relaxing atmosphere, where children enjoy their meal with staff, chatting happily about the day's events and their families at home. This actively enhances their social skills and good manners. Children are encouraged to bring healthy food to nursery, by staff who discuss their own healthy options for lunch. They sit with the children to eat their own lunches and discuss how fruit and vegetables help them to grow big and strong. Children are asked to wash their hands before lunch, promoting personal hygiene. Staff talk of germs and how to wash them away. After lunch children are invited outdoors to stretch and exercise, moving to music in the fresh air. In this way, staff actively promote a healthy lifestyle to the children. Staff use the outdoor area effectively to promote physical development. Children climb confidently and are able to pull themselves up on nursery climbing equipment. Staff use simple questioning, such as 'Can you manage, is it too high?' and 'Do you need help?' to support children in their understanding of risk and safety.

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

The manager is dedicated to her work and has an excellent overview of the curriculum. Robust monitoring of the educational programmes, results in a broad range of effective experiences for children's play and learning. Planning and assessment of children's progress is consistent, precise, ensuring individual children's needs are identified, targeted, and interventions sought so that gaps are closing.

Thorough self-assessment is carried out by managers, taking into account the views of staff, parents and children. This produces a culture of reflective practice and therefore, promotes positive changes for children. The nursery manager motivates her team to evaluate activities, and daily routines. Staff are constantly making adaptations to meet the needs of children. For example, staff have taken part in the 'Every Child A Talker' project, this has resulted in recent changes to the environment. A book of the week has been introduced, including books in small world and construction areas. Boys have been observed by staff looking at books on vehicles, and building in these areas. Staff report they have noticed that vocabulary and language has increased and extended.

There are effective procedures in place for performance management. However, there is scope to further develop the use of peer observations of practice, to further support staff in using consistent approaches to teaching and improve understanding of the characteristics of learning for children. Partnerships with parents are extremely strong and working with outside agencies is well established, with other professionals making positive contributions to meeting the individual needs of children.

Arrangements for safeguarding children are strong and well embedded. For example, staff ensure the arrival and departure of children is effectively monitored. The manager signs each child and adult in and out of the building. Access is by a locked door, opened by a member of staff. Collection by grandparents and carers is prearranged. Staff are able to discuss knowledgeably the procedures to follow if they are concerned for a child's safety.

Children are safe and well cared for by a dedicated staff team. The manager has a secure understanding of how to keep children safe. She ensures staff are suitable to work with children through a robust recruitment procedure for both paid staff and volunteers. Safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and met. Strong, well-embedded policies and procedures, are known by all staff and implemented consistently, ensuring the safety of all children in the setting.

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	224176
Local authority	Shropshire
Inspection number	854667
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	36
Name of provider	Rainbow Nursery Committee
Date of previous inspection	27/01/2009
Telephone number	07968087962

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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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