

Rainbow Private Nursery School

London Road, Barkston Ash, Tadcaster, North Yorkshire, LS24 9PW

Inspection date

10/09/2013

Previous inspection date

30/06/2011

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

- Children are supported by a team of experienced staff who have a good understanding of how children learn. They skilfully interact with children during a range of challenging and interesting activities, supporting them to develop their thinking skills.
- Children are provided with rich opportunities to investigate and explore as they access an exciting and very well-resourced outdoor environment. As a result, children develop their all-round physical skills and adopt healthy lifestyles.
- Children are happy and settled within the setting because the staff are caring and friendly. They work very closely with the family through a robust induction procedure to ensure that they are well aware of children's individual routines and interests.
- The staff work very well together as a team. They are dedicated to the work that they do and strive to develop their knowledge and skills through a good range of training events. They make regular enhancements to their setting to raise the quality of care and learning for children.

It is not yet outstanding because

- There is scope to further increase all children's access to reading materials, to promote their very good literacy skills even further.
- Photographs depicting feelings are not fully displayed to help children understand and develop a growing awareness of their own feelings.

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 activities in all areas and the outdoor learning environments. Also the inspector observed lunchtime.
- The inspector completed a joint observation and held a meeting with the manager.
- The inspector looked at the children's learning journals and planning of activities.
- The inspector spoke with parents and staff throughout the inspection.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Rainbow Private Nursery School was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Barkston Ash in North Yorkshire and operates from two main buildings and several outdoor areas. The nursery serves the local area and is accessible to all children.

The nursery employs 51 members of childcare staff. Of these, all except seven hold appropriate early years qualifications at level 2 and above, and the manager has a degree. The manager and another member of staff also hold Early Years Professional Status.

The nursery opens all year round, except for Bank Holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 301 children on roll, 224 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enable all children to access reading materials more easily so that it encourages them to read independently
- develop children's understanding and awareness of their own feelings through displaying photographs of different feelings and emotions around the nursery areas.

Inspection judgements

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

Children make good progress towards the early learning goals, given their starting points. 'All about me' booklets completed by the parents provide the staff with a wealth of knowledge about children's individual needs and routines, and share information relating to children's learning and development. Parents complete thorough entry assessment reports to ensure children's starting points are identified. Incidental observations are carried out each day within all of the rooms and skilfully capture children's achievements as they play. Staff record these in children's individual learning journals and clearly link them to the Early Years Foundation Stage. Staff ensure that all children's learning journals

identify clearly their next steps. Staff are skilled at evaluating children's learning and recording their progress on individual assessment records and regular progress reports. As a result, staff know children are ready for their next stages in learning and are well prepared for their move within the nursery and on to school.

The manager and staff demonstrate a good knowledge of the required progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others. These also include positive comments from parents to ensure that they are also aware of their children's progress and the format and areas of importance. All of these elements enable staff to accurately assess two-year-old children's development and provide relevant information to aid their progress.

Children are supported by a team of experienced staff who have a very good understanding of how children learn. They plan activities that are interesting and challenging, taking into account the needs and interests of all children. For example, all children develop their early literacy skills as they make marks with large paintbrushes outside. They tell staff they have drawn a lion and roar like one, and also copy as staff show them how to paint a circle. All areas in the nursery have a wide selection of books. However, there is scope to further increase all children's access to reading materials, to ensure that they can read them independently as and when they wish. They learn to play and explore in the large outdoor area as they look for bugs and insects in the nature area. Younger children and babies access their own outdoor areas as and when they wish. Staff encourage them to climb over bridges, while others use their imagination in the selection of playhouses on offer.

Children develop their information and communication and technology skills as all areas have access to a wide selection of computers. They have good mouse control and, together with their friends, play different games. Children confidently choose a game and recognise the words, 'yes' and 'no' in order to start the game. Pre-school age children have good writing skills as staff encourage them to write their names on their drawings. Children correctly identify the letters in their names and receive lots of praise from staff as they proudly show everyone. This also promotes children's self-confidence and self-esteem within the nursery. Older children are very keen to share with visitors the pears and plums that they have picked from their orchard. Staff extend this conversation by asking children if they would like to bake. Children eagerly wash their hands and put aprons on as they prepare to weigh the ingredients ready to make pastry for their pie. As they wait patiently for their lunch, children have opportunities in their own areas to sing songs and action rhymes. Babies sit and listen to the staff as they sing about the rocket ship and copy the actions of it blasting off. Older children join in with a counting song. Staff ensure that children enjoy singing and participate well with a good use of props. For example, children are keen to take the make-believe 'buns' from staff in exchange for pretend money and deduct how many are left. This promotes children's understanding of mathematics and counting skills.

Children with special educational needs and/or disabilities are supported extremely well within the setting. This is because the staff work very effectively with parents and other professionals to set specific and measurable targets for children to achieve in their own time. All staff within the setting are committed to supporting all children to learn and work

well together as a team, to develop their own knowledge and skills. As a result, all children within the nursery areas feel included and valued as individuals, and progress in their learning well.

Partnerships with parents are good because the staff communicate effectively with them on a daily basis and record daily activities in their child's learning journals. They expertly involve parents with their children's learning at every opportunity. For example, planned activities are displayed for parents to see around the areas. Parents regularly contribute to the children's learning journals, explaining how they are learning at home through home link diary sheets. Parents also complete holiday sheets, supported by photographs of what children have done while away from the nursery. This enables parents to share children's learning and progress at home on a regular basis in an extremely positive manner. Progress reports are sent home each term and parents are actively encouraged to make comments and contribute in these to identify children's next steps and progress. This information assists staff within the nursery to further extend children's development. This all means that a shared approach to children's learning is fully established.

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

Children are very happy and settle easily in the nursery areas because they feel safe and secure with friendly, caring and kind staff. The robust induction procedure allows children plenty of time to settle and get to know the staff through well-organised settling-in sessions. Key persons use this time effectively to develop good relationships with the child and their family, seeking information relating to their individual needs and routines. As a result, strong attachments are formed between children and staff, and children have their individual needs well met. Care plans and communication between all staff are effective in supporting children during times when their key person is absent and when children move on to a new area. Therefore, children have their individual needs competently met at all times by a team of well-qualified and confident staff. An open-door policy ensures that parents feel welcome to talk to staff at any time. As a result, they feel assured that their children are happy and safe with trusted adults.

Children benefit from safely organised, welcoming play environments that are rich in print and stocked with a wide range of good quality resources for children to independently access. Children's artwork and photographs are creatively displayed around the areas and entrances for them to see. As a result, they feel valued and can be proud of their achievements. Staff ensure that children of all ages are made aware of staying safe. For example, children who play upstairs have a good knowledge and understanding of how to hold on to the stair rails when going out to play. All children get good opportunities to ensure they know about evacuation procedures, through regularly practising fire drills. When spoken to, they have a good awareness of the sound of the alarm, and older children tell how they 'line up ready to get out of the nursery'.

Children are fully aware of what is acceptable behaviour because the staff are good role models. As children play staff encourage them to share resources and say 'please' and 'thank you' to others. The staff teach children to play with the resources respectfully and safely, and encourage them to help with tidy-up time. As a result, children are well

mannered, show respect for one another and play safely and cooperatively with each other. However, displays of photographs depicting feelings are not fully displayed. This means they do not always have resources to help them understand and have an awareness of their own and others' developing feelings.

Children have excellent opportunities to exercise and develop their all-round physical skills as they explore their exciting and very well-resourced outdoor play environments freely on a daily basis. For example, children can access the adventure play area, where they climb on the large wooden frame and balance on the steps well. Babies and younger children also have very good opportunities in their own outdoor area, where they walk across the wooden bridge and ride on wheeled toys. All children are very keen to pick fruit and vegetables from their orchard and growing area and then use them for main meals and baking activities. This helps to teach children about nutritious food and also a healthy lifestyle. All children's meals are freshly prepared and cooked on the premises by a trained cook. All children are given the same meals, regardless of dietary requirements, as all meals are adapted to meet all children's needs. This ensures that all children are treated equally and with respect. Children learn about healthy eating practices because the staff skilfully teach them about the effects of germs through the hand washing and hygiene posters around the different areas. As a result, children adopt healthy lifestyles.

Children are confident and motivated learners who are encouraged to do many things for themselves. For example, as they arrive they hang up their own coats and bags, and older children help themselves to snack. They wash their hands before mealtimes and help to pour their water from the jug. Younger children make their preferred choices as they select toys that are easily accessible. As a result, children develop their confidence and independence skills in preparation for their next stages in learning.

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

The managers give a high priority to safeguarding children. They ensure that all staff have attended training courses on safeguarding. The manager and area managers are the designated people for safeguarding and have attended higher level training in this. Consequently, all staff have a good understanding of how to protect children. Rigorous recruitment procedures and effective induction procedures mean that staff are suitable to work with children. For example, Disclosure Barring Service checks are carried out and the number of each member of staff and date of issue is kept on site. Staff are asked to read the policies regularly and especially when they have been updated. This is to ensure that they have a good understanding of these and that they are always fully implemented within the nursery. Thorough risk assessments are conducted throughout the large premises and also outside, and individual daily checks are completed by staff prior to children's arrival. Any accidents are recorded and are closely monitored to ensure that any necessary further action is taken. Staff-to-child ratios are high and ensure that children are well supervised.

The manager is a well-qualified early years practitioner who demonstrates a clear understanding and commitment to meet all requirements. She closely monitors the

educational provision to ensure children always make good progress. She values and supports the well-established staff team, resulting in a motivated, happy team. The quality of teaching is monitored closely by the manager, who works alongside the other area managers based in the different areas of the nursery. Staff performance is monitored in a number of ways, including regular staff meetings, development reviews and peer-on-peer observations, which are evaluated with the staff.

Self-evaluation is well established and clearly highlights the strengths and areas for improvement. Parents are encouraged to contribute to the evaluation process through regular discussions and opportunities to contribute through informal open days. All children's thoughts and ideas are taken on board through informal observations and by listening to them as they describe what they like to do. The staff have a clear vision and work together during staff meetings to identify areas for improvement. Focused improvement plans clearly recognise the positive impact that the improvements will make for the children in their care. The recommendations from the last inspection have been successfully implemented, lunchtimes throughout the nursery run smoothly and effectively, and all children access a wide selection of information and communication technology resources which are age appropriate.

Partnerships with parents are strong because the staff have formed very good relationships with them and communicate effectively with them on a daily basis. They are fully involved with their children's learning because the staff provide them with a wealth of information within their welcome pack and on the many noticeboards and leaflets available. Parents report that they are extremely happy with the caring, friendly and approachable staff, who work extremely well together to support their children.

Partnerships with external agencies are well established. The staff have developed good relationships with shared settings and work closely with them to ensure that children's learning is complemented. Regular meetings are held to discuss children's learning and progress and to share planned activities. Children who are moving on to school are supported well because the staff prepare them effectively. For example, they seek information from schools. Teachers are invited in and children visit the schools, and this is further enhanced with a display of the child's particular school uniform. Summative sheets and reports are sent to schools to detail the progress that children have made towards the early learning goals. This all ensures that a shared approach to children's learning is fully embedded and children benefit from seamless transitions.

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 | 400088 |
| Local authority | North Yorkshire |
| Inspection number | 909564 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 216 |
| Number of children on roll | 301 |
| Name of provider | Rainbow Private Nursery School Limited |
| Date of previous inspection | 30/06/2011 |
| Telephone number | 01937 557115 |

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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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