

The Rainbow Nursery

Preston East Children's Centre, Watling Street Road, Ribbleson, Preston, PR2 6TU

Inspection date	07/10/2013
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Settling-in procedures are thorough and planned to suit individual children. Therefore, children and families feel at ease as they go through different transitions in the setting.
- Assessment of children's development is detailed and precise. As a result, activities are specific and challenge children appropriately to ensure further development.
- Good use of homework books support communication between staff and parents. This helps to develop children's learning at home and enhance children's interests in the setting.
- Staff listen to parents ideas to improve provision for children. As a result, more mark-making resources have been introduced to the outdoor areas for pre-school children to note what they see.
- Very good use of questioning encourages children to think about what they are doing. As a result, this develops children's problem solving skills and introduces more vocabulary into their conversations.

It is not yet outstanding because

- Babies have limited access to sensory resources outdoors. Therefore, there are missed opportunities to enhance learning through the change in the weather and sounds.
- There are minimal displays of children's creations. As a result, children miss opportunities to feel proud of what they have done or be prompted to talk about their creations.

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 had a tour of the setting.
- The inspector observed practice in the baby room indoors and outdoors.
- The inspector observed practice in the pre-school room.
- The inspector spoke to staff at appropriate times of the day.
- The inspector took into account the views of parents.
- A joint observation was done with the manager.

Inspector

Kerry Greenall

Full Report

Information about the setting

The Rainbow Nursery opened in May 2008. It is situated within Preston East Children's Centre, in the Brookfield area of Preston. It works in close collaboration with the children's centre as part of their core offer in providing the day care element. The nursery's facilities comprise of three rooms with direct access from these to an enclosed outdoor area. The nursery also has access to a sensory room within the children's centre. Accessibility and facilities to meet diverse needs are incorporated in the building. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register and is open each week day, all year, from 7.30am until 6pm.

The nursery supports a number of children with special educational needs and/or disabilities and children with English as an additional language. The nursery employs a staff team of 15 and of these, two are qualified to level 6, one qualified to level 5, nine are appropriately qualified to level 3 with two staff holding level 2. A teacher from the children's centre provides support to the team with additional advice, support and training gained from the local authority.

What the setting needs to do to improve further

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

- introduce more visual stimulants at all height levels to capture young babies interest indoors and outdoors
- provide suitable space for the display of children's pictures, paintings and models to show their efforts are valued and to further promote their self-esteem.

Inspection judgements

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

Children play in well-organised and resourced rooms that are thoughtfully set up, reflecting the staff's good understanding of early years provision. Children are able to access resources themselves and encouraged to collect and transfer objects from one area to another. As a result, children build their skills of using one object in place of another. Welcoming soft areas are available in each room with many problem solving toys, teddies, cushions and books. This allows children to look at their favourite stories and enjoy some purposeful one-to-one time with staff. In the baby room, the cosy area allows young children to relax and snuggle when they lay down.

Children have access to all resources, which are in small trays labelled with pictures for easy recognition. They begin to recognise that words and pictures have meaning with older children beginning to recognise letters. Imaginative and creative activities, such as using glittered play dough and manipulating shaving foam, are what children enjoy doing on a daily basis. Early writing skills are encouraged in the pre-school room using pencil control with staff support and encouragement. Staff sit nearby and skilfully support children as they play having good understanding of their needs and how to extend their learning further.

Planning is created with a child-led focus. Planning for individual children is detailed and purposeful, helping staff to enhance learning opportunities for all children. The planning cycle clearly reflects the organisation and commitment of staff to provide meaningful and specific activities to all children, who attend. Consequently, children acquire the necessary skills to ensure that they are well prepared to move onto school.

Physical challenges are provided outdoors through use of crates, slides and small climbing equipment. Children are able to effectively challenge themselves taking calculated risks to move crates to new positions. This encourages children to be creative, monitor risks involved and extend their understanding of how things work. Outdoors, babies have limited access to sensory activities to further develop their understanding about changes in the weather.

Good use of vocabulary and language skills is evident through all play. For example, children learn when painting about using strokes of a brush and how changing direction can change the pattern created. Descriptive language is developed as children talk about 'thicker soil' and 'digging deeper' as they dig for worms outdoors. Staff encourage children to think about what they are doing and apply new strategies, such as ways of finding worms and techniques of painting the Wendy House. This develops children's problem-solving skills and introduces more vocabulary into their conversations.

Children have a positive sense of achievement as they find solutions to problems during play. They congratulate themselves and are keen to share their findings with staff. Staff have high expectations and reward children on a regular basis, which builds self-esteem and confidence. Staff offer a range of further extensions to children's learning by providing cameras, torches, clip boards and pens. This enables children to note what they have done and draw pictures of things they have found.

Staff deploy themselves well with a strong emphasis on children's safety while encouraging children to risk assess themselves. Staff are well organised and have someone nearby groups of children at all times to ensure appropriate challenge within activities. For example, a child decides to go on the rocking horse. The staff member introduces another child to join in to apply some challenge of balance and team work.

The setting provides funded sessions for two-, three- and four-year-old children. The setting heavily promotes learning within these funded sessions to ensure all children, who attend receive the best possible experiences. A wide variety of families from a range of different backgrounds, access the setting and use the integrated children's centre. Staff

have a very good partnership with the children's centre to heavily engage families in their children's learning. Parents are invited to attend parents' evenings, which follow a theme to introduce new ideas or suggestions. Parents have suggested introducing more mark making, which promoted staff to introduce the use of clip boards around the setting for children to access during play.

Families, who use English as an additional language are provided with translators where possible through the children's centre. This ensures staff and parents can communicate children's needs appropriately and share information.

Parents highlighted they would like to know more about their child's learning. Homework books have recently been introduced to strengthen communication of children's learning between keyworkers and families. The books include tasks or activity extensions with a good level of challenge that can be done at home to support learning. For example, a child did some cutting at the setting, which was suggested to be continued at home. This prompted a parent to bring in an example of some cutting her child had done. The interest was continued at the setting, which has in turn hugely developed the child's hand eye co-ordination.

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

Staff promote well-being within all areas of learning. Staff use a broad range of interesting ways of monitoring children's well-being to ensure individual needs are met. This includes using a 'well-being tracker' to monitor how children are settling and getting involved in activities. This tracker enables staff to plan accordingly to promote positive well-being and help develop children's friendships and peer groups through suitable activities.

Key workers have a high level of awareness about attachments and the importance of the role of the key worker. This includes regular contact with parents and maintaining positive relationships with children at all times. A personalised settling-in procedure is developed to ensure both parent and child are content. Staff listen to parents' wishes and introduce new ideas from parents and families as they arise. Parents have recently been involved in children's learning by being 'guest speakers' to share their personal or professional experiences. This included a parent speaking about her role as a dentist in the armed forces, which prompted an oral health theme within the setting.

Children's creations are not displayed prominently on the walls, with photographs or information documents taking priority. Some paintings are displayed but children are unable to feel a sense of pride and achievement as their creations are not always on full view. Grandparents are included in children's learning and are invited in to be involved in activities in the setting. This included a planting day, which allowed grandparents to plant flowers with their grandchildren in the setting's garden. A positive open door policy allows parents and families to feel at ease as they leave their children. This in turn reassures the child. A parent comments 'All the staff have been like a second family to me and have made me feel so happy'. Children feel confident to approach staff if they need support during play and show excellent understanding of what the boundaries are within the setting for their own safety.

Transitions into other rooms are closely monitored with parents being well informed. Children have a number of settling-in visits to meet other children and staff and begin to learn routines. They are not strictly grouped according to age and staff carefully work with parents to decide the best time for the transition. For example, children with special educational needs and/or disabilities are able to be placed in the room, which best meets their emotional needs.

Children develop a high level of independence within their play and are able to manage differences in an appropriate way. Staff support children to learn about positive ways of behaving and working together is deep rooted into play opportunities. As a result, children play well in their peer groups and are able to share their outdoor area with other age groups. This encourages children to share their resources, care for one another and manage their own and others safety.

The setting has a cook that prepares children's meals, which are varied, nutritious and promote healthy eating. Children sit together as they eat, using place mats that highlight where to place their utensils. The place mats are named and have the child's photograph to provide ownership and encourage children to collect and take care of their own mat. Staff are committed to encourage children to discuss healthy choices as they eat a well-balanced meal. For example, staff ask questions, such as 'What is happening to the ice-cream?' as it melts in a child's bowl. Children know how to use utensils and staff continually remind them about the importance of using them correctly. They serve themselves, promoting their independence and ability to monitor their own portion size. Children are offered a free breakfast if they have not had time to eat at home. This is part of the manager's vision to ensure all children have a healthy breakfast and start the day ready to learn.

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

The management team have a proactive approach as procedures have recently been reviewed to further improve practice within the setting. Systems to record who is able to collect children have been strengthened. Registration forms have been updated with the names and contact details of authorised collectors. Parents can add pictures of people, who can collect children as well as setting up a password system. This ensures that children are now collected in accordance with their parents' wishes and that the nursery is meeting the safeguarding and welfare requirements.

The setting is led by a highly qualified and experienced management team. Both the manager and proprietor have received high levels of training that is disseminated through staff meetings to all staff. The manager is committed to providing good levels of challenge to all staff, regularly observing their practice and ensuring they continuously meet the needs of children. This includes providing specialised training to meet children's developing medical and emotional needs.

The management team and staff work closely together to implement change to further

develop the provision and to ensure children continue to make good progress. Clear focus and vision for improving the setting is evident through the regular and comprehensive self-evaluation. The management team have realistic goals for the direction of the setting, which include further development of the outdoors and further strengthening of the positive relationships with families.

Children are safeguarded well and staff's knowledge of safeguarding is good because mandatory training is part of staff induction. A range of policies and procedures ensure the welfare of all children with excellent links to intervention teams within the children's centre. These include health visitors, speech and language therapists and child protection team. Daily information about children is shared, so lines of communication are kept open. This ensures staff have a good understanding of how the children are on arrival and any significant information can be logged and monitored daily.

Parents are encouraged to make suggestions and requested more information about children's educational programmes. The management team listened, responded and developed an information leaflet aimed at parents to help them understand the curriculum the setting follows. Monthly newsletters reflect the activities around the setting and what is coming up in the community. The newsletters include family celebrations, employment of new staff members and current affairs, such as funding developments or agencies that are involved in the setting. This ensures parents and carers are kept up to date with any developments that may affect their child's daily routine and learning.

The management team have a strong understanding of children's emerging needs. The setting employs a knowledgeable special educational need's coordinator to put in place support that is needed. Monitoring of observations and children's development are thorough and regular to ensure any gaps in learning are identified quickly and interventions provided where necessary. Comprehensive, care driven provision is provided by all staff alongside a dedicated and highly motivated management team.

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	EY372855
Local authority	Lancashire
Inspection number	934006
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	56
Name of provider	Charlotte Beaumont
Date of previous inspection	21/01/2009
Telephone number	01772 793377

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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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