

Rainbow Nursery

The Mansion, Fore Street, Totnes, Devon, TQ9 5RP

Inspection date	08/11/2013
Previous inspection date	23/07/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Outstanding assessment systems enable staff to have a comprehensive knowledge of children's development and ensure every child makes rapid progress through meticulous planning.
- Highly enthusiastic and knowledgeable staff work extremely well as a team, deploying themselves very effectively and providing children with excellent role models.
- Children are exceptionally well motivated, happy and eager to learn. They show high levels of independence and a readiness to move on to the next step in their learning.
- Highly effective key person systems enables all children to feel extremely valued and secure.
- Parents are exceptionally well informed about their children's progress and have independent daily access to their children's learning records. Excellent arrangements are in place to enable parents to engage with their children's learning and to inform them about early education.

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 throughout all age groups and in the garden.
- The inspector held discussions with the nominated person, manager and staff.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records and complaints log.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Katherine Lamb

Full report

Information about the setting

Rainbow Nursery registered in 2006. It is part of a Children's Centre that occupies two separate sites, and is managed by a group of trustees. The nursery is located in the centre of Totnes and serves the local community. Premises include two playrooms, plus office, toilets and storage facilities. There is an enclosed garden for outdoor play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll in the early years age range. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open all year round, from 8am to 6pm on each weekday. Staff support children with special educational needs and/or disabilities. The nursery employs 17 staff to work with the children and most of the staff have recognised childcare qualifications. The manager has Early Years Professional Status.

What the setting needs to do to improve further

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

- consider creating an environment which invites responses from babies during tummy time.

Inspection judgements

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

Children display excellent levels of motivation as they move freely in a rich, stimulating and highly engaging, child-orientated environment. The nursery operates a free flow between the two rooms for most of the day enabling children to choose from an incredibly wide range of resources and activities to support their individual interests. Children clearly have a positive approach to learning as they actively explore toys and activities, are curious, and make their own discoveries. For example, babies and toddlers delight in sensory exploration as they use their whole bodies to investigate the marks they make with shaving foam set out on tabletops. They observe the marks they make and the shapes the canister squirts, before tentatively investigating these themselves.

Staff inspire children with their enthusiastic approach and high levels of engagement. They ignite children's creativity immensely, by providing exciting resources and extending children's use of imaginative language. For example, they help a group in the butterfly room to build ramps to race cars and ask open-ended questions that have many possible answers. This encourages children to freely express themselves, build up their vocabulary and use language to connect ideas and explain what is happening. Staff are highly skilled at utilising spontaneous events to challenge children's thinking and extend their learning.

As children splash in puddles wearing all weather suits in the garden they provide them with powder paint to add and mix in with the muddy puddles to see what happens. Children are encouraged to think about what will happen when they mix the different colours and the impact their body has on the puddles when they jump in them. Children have access to a soft play area, which supports their physical development well. Staff model language exceptionally well and extend young children's use of new words within activities and the daily routine. For example, they support toddlers with learning new sounds in 'family time' with their key person. Babies sit with their key person and other children and listen. However, the key person occasionally misses opportunities for babies to have some quiet 'tummy time' as there is so much going on in the room.

There are exceptional arrangements for finding out about each child's background and individual needs, and for undertaking an accurate assessment of their prior skills, knowledge and understanding on entry. For example, comprehensive information is requested from parents through 'special books'. These detail, for example, children's development, aptitudes, play and learning, favourite things and important people, events and celebrations. This helps inform a development summary assessment against each area of learning. Consequently, children make optimum progress, including those with special educational needs and/or disabilities. Planning unquestionably reflects the uniqueness of each child and activities fully ignite children's curiosity, imagination and a positive disposition for learning. Each key person uses highly effective skills to watch and interpret their key children's development and play. Children also benefit from a dual key person system. This, along with the free flow between rooms, supports the move between the caterpillar and butterfly rooms particularly well for all children.

Detailed and meaningful records of learning demonstrate that children are working exceptionally well within the typical range of development expected for their age and are making significant gains in their learning, given their starting points. There are outstanding arrangements for updating parents about, and involving them in, their children's learning, through parents' evenings, home link forms and invitations to stay and play sessions. All this helps children with the move to school. Parents are also engaged in their children's learning and contribute to planning and progress checks for children aged two years old are completed as required.

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

Children develop exceptionally strong bonds with their key person, although they additionally build positive relationships with other staff, who show them just as much care, love and attention. Staff have an outstanding knowledge of children's individual needs because there is a superb exchange of information before settling visits commence. Staff effectively incorporate children's wellbeing in their planning to support what can be a difficult time for both young children and their parents during the transition from home to nursery. Home routines are implemented with great care and sensitivity through consistent care practices, which enables young children, in particular, to foster an extremely strong sense of security.

The environment develops children's growing independence and cooperation extremely well. For example, free-flow to outdoors and indoors between rooms, child-sized furniture and low-level toys and activities enable even the very youngest children to make choices about what they would like to do and where they would like to play. Toddlers help to pour their own cereals at breakfast time and confidently feed themselves, demonstrating great hand-and-eye coordination. Even the youngest children enjoy being involved in social meal times, drinking out of cups and learning to serve their own food by taking it when offered. Children in the butterfly room serve their own lunch and skilfully use cutlery to cut up their food. Children with dietary requirements wear wristbands so all staff and visitors to the setting know to stop and check before giving them food. Staff are highly effective in helping all age groups learn about a healthy lifestyle from a very early age. For example, they encourage even the very youngest children to wash their hands in the caterpillar room before they eat. Children have constant access to fresh air and exercise through the free-flow routine, and they take part in many exciting outdoor play opportunities in all weathers.

Children develop a strong sense of responsibility and their behaviour is excellent because staff model excellent social skills, such as respect and politeness, and show children that positive behaviour is valued. They provide many opportunities for children to engage in group activities, where they learn to share, take turns, and listen to and value what each other has to say. The environment reflects the wider world, for example, through posters, photographs and resources, which helps children to understand their own unique qualities and characteristics, and appreciate those of others.

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

Leadership is inspirational. The provider and nursery manager have superb standards in practice, outstanding aspirations and the pursuit of excellence in all aspects. This ethos cascades from the top tier of management to the early years staff who work directly with the children. The provider and manager have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. This is reflected in comprehensive documentation that includes a tracking system for regularly analysing and monitoring each area of learning, and the progress of individuals and different groups of children. As a result, gaps in the curriculum are addressed and any individual or group falling behind their peers or below their expected achievements can be promptly identified, in order to initiate early intervention. Consequently, all children are exceptionally well supported in making progress, which ensures that inclusion is superbly fostered. This extends to highly effective partnership working with other professionals where children have special educational needs and/or disabilities. For example, the nursery links closely with professionals through dialogue books, visits and meetings. They implement individual care or education plans to an extremely high standard, with additional support and close links with the area inclusion officer.

Arrangements for safeguarding children are very strong. Highly qualified staff look after children and keep them safe. This is because of rigorous recruitment and vetting procedures. Comprehensive induction of new staff includes a mentoring system and mandatory training. This means that the meticulous policies and procedures, including what to do where concerns relating to possible signs or symptoms of abuse or neglect are suspected, are well understood and implemented in practice to a high standard to promote children's well-being, learning and development. The outstanding organisation of the environment, including the effective deployment of staff, undoubtedly enables children to receive an enjoyable and stimulating early years experience that secures their future learning. Meticulous risk assessments are undertaken to promote children's welfare. There are policies in place should parents have a concern and the provider and manager are aware of their responsibility in responding to any concerns.

Systems for self-evaluation are highly effective. There are regular management meetings, and regular staff meetings also take place. Inclusion and environment audits are completed and actions are positively addressed to achieve the best possible outcomes. Priorities for the future are reflected in well documented plans and challenging targets for the continual development of the service are in place. High-quality professional supervision is provided, based on consistent and sharply focused evaluations of the impact of adults' practice. The views of staff and children are highly valued and fully considered in the nursery's self-evaluation. Staff approach management with many new ideas, such as proposed changes to give all staff specific roles supporting certain areas of learning. Children are encouraged to add comments to their records of learning and can share ideas and talk about their likes and what they enjoy playing with during the key person group time.

Children's individual needs are extremely well met through trusting and respectful relationships with parents being fostered. Staff recognise parents as the most important and influential people in children's lives. Parents are superbly informed about the nursery before and during their child's placement through comprehensive information sources. For example, they receive an extremely informative parent information brochure and information booklet, and regular newsletters are provided alongside daily care routine forms. In addition, wide arrays of displays adorn the walls, including photographs of the staff team. Parents comment that they are extremely happy with the setting and everything that the staff do for their children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY319812
Local authority	Devon
Inspection number	940355
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	85
Name of provider	The Daisy Play Centre Committee
Date of previous inspection	23/07/2012
Telephone number	01803 863447

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

