

Coat of Many Colours Nursery

4 New Windsor Street, UXBRIDGE, Middlesex, UB8 2TU

Inspection date	17/10/2013
Previous inspection date	26/03/2013

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 make good progress towards the early learning goals and are well prepared for school.
- Assessment of children's progress is accurate and activities to promote next steps in learning are specific, which contribute to children consistently progressing well.
- Adults are kind to children and model friendly behaviour, so children learn to be polite and respectful of one another.
- The nursery is pro-active in encouraging and facilitating parents' participation in their children's learning.
- The manager is a strong leader who is supportive of staff upgrading their knowledge and qualifications, which helps maintain and improve the quality of provision.

It is not yet outstanding because

- The size of groupings at story time is at times too large, so some children cannot easily engage in the story to further promote their communication and language development.
- Resources in the creative area are not always organised; so children have few opportunities to create and think critically while making their models.

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 children in a variety of situations both indoors and outdoors.
- The inspector carried out joint observations with the room leaders.
- The inspector had discussions with the manager, staff, parents and children.
- The inspector looked at a selection of documentation.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

Coat of Many Colours Nursery is a registered charity managed by a board of trustees. It registered in 2007 and operates from a number of rooms in a converted building in Uxbridge, in the London borough of Hillingdon. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll, all of whom are in the early years age range. Children attend for different sessions. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children have access to an enclosed outdoor play area, with designated gardens for children under two and the older children. The nursery employs 11 staff including the manager. All staff hold relevant childcare qualifications. The manager holds Early Years Professional status. The nursery supports children who learn English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four.

What the setting needs to do to improve further

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

- review the organisation of groupings during story and singing times to maximise children's opportunities to develop their communication and language skills
- develop the organisation of resources to further promote children's creativity and critical thinking both outdoors and indoors.

Inspection judgements

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

Children enjoy a wide range of activities and happily play together in the nursery. Staff are enthusiastic and playful, joining in and helping children extend their games. Staff accurately observe what children enjoy doing best and what they need to learn next. They plan a range of activities that enable children to make good progress towards their early learning goals. Staff interactions with each other and with the children offer positive role models. This encourages children to be friendly towards their friends and cooperate in activities.

Staff and children play together. Young children play in the 'home corner' pretending they organise tea parties and sharing cups of tea with their friends. They learn to share and be helpful, while developing their imagination. Staff facilitate a parachute game. Staff and

children raise a colourful parachute together and then the children hide underneath it. They enjoy the feel of the light fabric covering them and hiding. This helps them to cooperate and to express themselves freely.

Staff provide a variety of resources that help children's emerging writing skills. Children draw flowers with large petals in chalk on the harder surfaces of their garden. They enjoy the space, freedom and fresh air and develop their observational and drawing skills. Staff encourage children to use paint brushes and paint pots to explore colour combinations. Children float boats on water and use the wheelbarrow to learn to negotiate space. However, staff do not always effectively organise the play equipment and materials to enable children to fully develop their creativity and problems solving skills. This is because children cannot always easily select the resources they need to extend their play and explorations.

Staff initiate and join in action rhymes with young children. Staff use this opportunity to get children to practise their speech and learn to listen in a small group. Young children enjoy clapping their hands to the songs and this helps develop their sense of rhythm. Children enjoy playing the tambourine and making up their own music patterns. Adults read older children stories and they listen attentively and discuss the content with them. Children enjoy thinking about what happens and anticipating what will happen next. However, some children do not fully engage in this activity because the grouping is too large to allow them to easily see the staff leading the session.

Staff involve children in everyday routines. Children count the drinking cups as they help to lay the table for lunch. They recite number lines to ten and beyond confidently and learn to recognise numerals to ten. Children learn the names of basic shapes and learn to recognise and compare these as they use block shapes in their building games. They recognise their initial letters on the computer keyboard and develop their knowledge of sounds of letters and letter names. Children are well prepared for the next stage in their learning.

Each child is assigned a key person. This member of staff makes notes on what children enjoy doing most and what they are capable of doing. They use this information to plan activities which specifically help children's make good progress in their development and learning. This includes the children who learn English as an additional language.

The nursery is generally proactive in engaging parents in their children's education. The key person communicates regularly with parents and carers to discuss children's progress in learning and development. Parents are welcome in the nursery to participate in the varied activities they organise. Staff maintain close collaborations with children's families, using innovative activities to enable children's home lives to link into their nursery experiences and vice versa. For example, children take home with them a Teddy bear and parents record on camera what the child does with Teddy at home. Parents and staff exchange information about children's home and nursery experiences, which result in continuity of provision. This contributes to children's continual progress and well-being.

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

Children form secure attachments with their key person. This helps them feel safe and secure within the nursery. Staff are good role models as they work together as a team and develop friendly relationships with the children. They give clear messages of acceptable behaviour to children. Children take turns and share resources, learning to collaborate with each other. For example, children brush the floor clean after their morning play, in preparation for lunchtime. This means that children learn to be helpful and begin to take responsibilities for themselves and their surroundings. Staff prepare the environment in such way as to encourage children's personal independence. For example, children hang up their coats as they come in from outdoor play. They find their own pegs as these are clearly marked with each child's name and image. At lunch time, the pre-school children help themselves from a large serving dish. This develops their personal independence skills and boosts their self-esteem.

The nursery staff generally prioritise children's safety at all times. They carry out daily checks of the premises and equipment so that they minimise any risks of accidents. All the playrooms are spacious and light, which allow children to enjoy the play spaces and feel comfortable. The nursery has a controlled entry and exit gate, which protects children from unsupervised visitors.

Staff support children to lead a healthy life style. Children have plenty of exercise in the fresh air as they ride push-along cars and tricycles and practise their balance and climbing skills on the climbing frame. Children eat fruits for their morning snacks and enjoy freshly cooked meals prepared on the premises for lunch. In the afternoons children can choose to have a sleep on mats or continue their play in a separate area away from this.

Staff carefully plan children's moves between activities, between age group rooms and to other early years settings. This helps children adapt gently to new surroundings, other children and staff and feel comfortable with them. Children are independent and confident in this nursery and acquire useful skills and knowledge. They are well prepared for the next stage in their learning.

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

This inspection took place due to Ofsted receiving a concern about how the nursery supports unwell children and administers medication. It found that at the time of the concern the nursery did not fully follow its policies and procedure and contact parents. Ofsted do not intend to take action at this time. The manager investigated this concern and fed back her findings to the parents. Following on from this she ensures that staff and parents have a good knowledge of nursery policies. For example, the medication, behaviour and safeguarding policies are regularly reviewed during the monthly staff meetings. The nursery is now fully compliant with the requirements. Parents need to sign to recognise they have read the nursery policies, as part of their initial contracts at enrolment time. This helps staff and parents be consistent in their approach and in the

care of all children.

The manager oversees all educational programmes in the nursery. She supports staff in carrying out regular observations of children and plan activities that children enjoy and which promote further learning. Accurate assessments of children's progress in learning enables staff to identify early if children need additional support. Activities and experiences planned address specific learning and development needs of all children.

The manager and the staff team prioritise children's safety. Recruitment processes are robust to ensure that staff are suitable to work with children. The staff are confident in their knowledge of child protection issues and what to do if they have a concern. This means children are well safeguarded from harm. In addition, all staff have completed paediatric First Aid training and as part of this covered responding to allergies and anaphylaxis; including the administering of an epi-pen.

The manager and the staff team regularly meet to discuss plans for further improvements. Both staff and parents are encouraged to contribute with new ideas or adjustments to the running of the nursery, so that it is beneficial to children. One such example is adjusting the daily feedback sheet following suggestions by a parent. The manager is committed to raise the quality of provision further and she is supported in this by a dedicated staff team.

The manager values professional development and encourages her staff to continue to update their knowledge, skills and qualifications. Staff attend professional training courses and bring back to the nursery new ideas and lessons they have learned, thus contributing to raising standards of provision. There is an effective system to monitor staff's performance. The manager regularly offers one to one supervision sessions in which staff can discuss their work with the children and their own professional development. This ensures that staff are happy in their work. The manager together with the staff team aim to deliver the highest standards of care and education to all children.

The manager and the staff team work together with neighbouring early years settings and local authority advisors, this helps them to develop their practice and the quality of the provision. The nursery develops working partnerships with health agencies, which benefits all the children. The manager and staff are proactive in engaging parents in their children's care and education. For example, parents are invited to further develop their own knowledge of early years education, learning how the home environment can be used to contribute to children's progress in learning.

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	EY347369
Local authority	Hillingdon
Inspection number	937223
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	57
Name of provider	RCCG Kingsborough Family Church
Date of previous inspection	26/03/2013
Telephone number	01895 272885

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

