

Rainbow Nursery - Firs Farm

Rear of 1-4 Kipling Terrace, Great Cambridge Road, London, N9 9UJ

Inspection date	26/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- The indoor learning environment is well planned, providing children with a broad range of experiences across all areas. Consequently, children are happy, content and spend their time purposefully engaged in activities.
- Staff have a good understanding of their roles in supporting children's learning. They regularly observe and record children's achievements and evidence demonstrates that most children are making good progress.
- The pre-school is well led and managed. The provider has a secure knowledge and understanding of the provision and staff work well together, creating a happy and harmonious atmosphere.
- There are good systems in place for monitoring staff performance and supporting professional development. Staff attend training course and participate in regular team meetings and yearly appraisals, where they share ideas and discuss practice issues.
- The pre-school have forged positive relationships with parents and other professionals, which has a positive impact on children's learning and development needs.

It is not yet outstanding because

- Staff do not always plan the outdoor area well to provide children with high quality learning experiences in all areas of learning.
- Displays around the pre-school are not well positioned to enable children to benefit from a wide range of examples of lettering and the printed word.

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 activities in the main playroom and outdoor area.
- The inspector engaged in discussion with staff and parents on the day.
- The inspector spoke to children about what they were doing at pre-school.
- The inspector looked at a sample of documents.

Inspector

Samantha Smith

Full report

Information about the setting

Rainbow Nursery - Firs Farm first registered in 1995 and was initially run under a joint partnership. It is now registered in 2013 under sole ownership. The setting operates from a scout hut in Edmonton in the London Borough of Enfield. There is an enclosed outside area used for outdoor play. The setting operates from 9am to 12.15pm, term time only. The setting is registered on the Early Years Register. There are currently 21 children on roll from two to five years. The setting is in receipt of funding for two and three years olds. The setting employs five members of staff, four hold appropriate early years qualification to level 3.

What the setting needs to do to improve further

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

- review the planning for the outdoor area to provide children with a balanced range of high quality experiences across all areas of learning
- review the organisation of displays for example, to enable children to view a wider range of examples of lettering and the printed word.

Inspection judgements

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

The learning environment is bright, spacious and well planned to provide children with freedom of choice and experiences across the seven areas of learning. Resources are in good condition and the low-level storage enables children to independently access resources for themselves.

Children enjoy playing with their friends in the role-play area where they have the freedom to extend their play as they engage in their own made up games. Children develop their understanding of mathematics, as they are encouraged to count through both routines and activities. They sing number songs and count pieces of fruit as they serve themselves at snack time. They explore shapes, colour, and talk about size as they make models using the construction resources available. Children have access to information communication technology, as there are computers available and various other programmable toys. Children enjoy using the digital camera as they take snapshots of their day. This enables children to use a good range of technological resources, helping them to gain an understanding of how things work.

There are good systems in place for the ongoing assessment of children's progress. This

enables staff to accurately highlight children's stages of development and identify their next steps or where they may need additional support. These records provide staff with relevant information as they prepare to complete the two-year progress check. At the start of their child's placement, parents provide information about children's backgrounds and interests, which give staff a basic knowledge and understanding of children.

A large number of the children come from backgrounds where English is not their first language and the setting supports their language development in a number of ways. They use visual aids, pictures, songs and stories and, they obtain basic words from parents in their home languages, which they use to support better communications with them. As result, most children make good progress in their language development.

Staff display children's work throughout the pre-school to create a visually appealing environment. However, displays are not always positioned effectively to enable children to benefit from them. For example, displays are sometimes too high out of children's direct eye sight or the writing is too small and not always written clearly. This does not fully enhance children's awareness of the written word. Older children are well- prepared for their transition to school as they receive effective support in developing key skills that will aide their future learning. They learn to assist their personal needs such as toileting, dressing themselves, pouring their own drinks and making independent choices.

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

The pre-school provides a warm and welcoming environment, where children feel safe and secure and enjoy positive interactions with staff. The effective key person system in place enables children to settle well and develop secure and trusting relationships with staff who know and understand their needs. Staff work closely with parents to devise a settling plan that is tailored to meet children's individual needs and children respond well to this.

Children's independence is fully encouraged as they decide when they are thirsty and hungry and chose when to help themselves to a drink and something to eat from the rolling snack bar available. Overall, behaviour is good and staff act as positive role models, setting clear examples for children as they learn to share, co-operate and respect each other. On occasion, when children display unwanted behaviour, staff are quick to respond and manage this in sensitive and calm manner. This enables children to develop a good understanding of how to manage their own behaviour. Systems and effective partnerships with other professional are in place to support the setting with behaviour management issues. This helps to ensure that children and families receive the support they need.

Children's good health and physical needs are promoted well throughout the pre-school. They have regular opportunities to engage in outdoor play, although planning for the outdoor area does not provide children with a balanced range of experience across all areas of learning. Consequently, children do not always have the same high quality experiences outdoors as they have inside.

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

The leadership and management of the nursery are good. The provider has a good understanding of her responsibilities towards children's care and learning needs. Consequently, staff effectively safeguard children and support them well in making good progress in their learning. There are good systems in place for the safe recruitment and vetting of staff, including ensuring staff's continued suitability. Effective risk assessments and daily routines ensure children are cared for in a well-managed environment. Staff are well deployed and good ratios of staff to children are maintained, which enables staff to effectively meet children needs throughout the day.

The pre-school demonstrates that they have a strong capacity maintain continuous improvements. The registered provider regularly monitors children's learning records to ensure that their experiences support their individual development needs well. In addition, there are effective monitoring systems in place, which work particularly well in achieving consistency amongst the staff team. For example, appraisals and staff supervision systems are in place for monitoring staff performance. This enables staff to become fully involved in identifying areas of strengths and target areas for improvement, as they continually review the quality of the educational programmes that they provide.

Staff develop positive working relationships with parents. They provide parents with good information about the nursery and regularly exchange information about their children. Parents comments that they like the flexible approach that the setting have and feels that this contributes towards making settling in, a smooth process for children. The pre-school have developed effective partnerships with the local authority, with whom they work together to maintain quality and achieve high standards of care and learning.

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	EY468551
Local authority	Enfield
Inspection number	935002
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Louiza Kleanthous
Date of previous inspection	not applicable
Telephone number	07984919270

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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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