

Rainbow Nursery

Rainbow Nursery, Almnors Priory, Almnors Road, Lyne, CHERTSEY, Surrey, KT16 0BH

Inspection date	07/03/2014
Previous inspection date	24/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 from their initial starting points because of the good opportunities available to them and the valuable support from staff.
- Children's individual needs are clearly understood and planning of activities ensures a good balance of child-initiated and adult-led activities.
- A good range of interesting, stimulating activities are available. The good access between the indoor and the extensive outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- Leadership and management of the setting are good. The provider and manager have a clear vision for the setting's good practice and to drive improvement.
- Parents are involved well to provide consistency of care and learning. There are consistent practices in place to monitor the provision to enable the children to progress well.

It is not yet outstanding because

- Children's physical development is not fully promoted during meal times.
- Quieter children are not always heard during activities resulting in missed opportunities to fully promote their learning and development.

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 inspection was carried out by two inspectors.
- The inspectors observed activities in the main play rooms and the gardens and farm and spoke with staff at appropriate times throughout the observations.
The inspector looked at children's learning journeys, planning documents, the setting's self-evaluation form and a selection of policies and procedures and children's records.
- The inspectors spoke with parents to gain their views.
- The inspector and the preschool teacher carried out joint observations on the activities that were on offer at the time of inspection.

Inspector

Rebecca Hurst and Jane Bull

Full report

Information about the setting

Rainbow Nursery registered in 2012 and is privately owned. It operates from a 17th century, converted priory in extensive grounds. The nursery is situated in a rural area of Chertsey, in Surrey. Children are based in nine group rooms according to their age. They have access to a variety of outdoor play areas, including an animal sanctuary, play bus, maze, farm classroom and allotments.

The nursery is registered on the Early Years Register. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 310 children on roll, some of whom attend part time. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years-old. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The nursery employs 65 members of staff to work with the children. Of these, 36 hold relevant childcare qualifications at level 2 and 3 and above. There are 10 staff currently working towards qualifications. The manager holds Early Years Professional Status. The nursery also employs a teacher and a further two members of staff have higher qualifications at level 5 and above. The nursery also employs a number of other staff, including caterers, a receptionist and a maintenance team.

What the setting needs to do to improve further

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

- strengthen practices in some rooms for staff to be fully aware of the quieter children to allow them to be heard more during activities

- strengthen children's physical development at meal times to enhance their independence skills

Inspection judgements

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

The quality of teaching is good. As a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. They use it successfully to identify whether children require any particular support or extra challenge in their learning experiences. Parents are invited into

the nursery to talk with the staff about their children's progress and to share with them what their child has been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are shared with the parents. This enables them to see the progress their children have made.

Staff provide a good standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, staff help the children to prepare well for the next step in their learning. However, there are missed opportunities during activities for staff to promote quieter children's learning. More vocal children take over some activities and consequently quieter children sometimes miss out on extra support from the staff. Although all children are making good progress with their learning and development. Staff do ask children useful questions, which promotes their emerging language skills well overall. This greatly supports children's self-esteem and their confidence to express their needs.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers as they develop good early reading skills. Staff encourage children to write their names on their creations and praise them for their efforts. Some children confidently spell their names and write letters to show staff what they can do. These opportunities help to promote children's early writing skills well.

Staff effectively promote children's physical development as they play in the well-resourced indoor and outside environments. Children are able to use the main garden, the allotment area and the farm area to enhance their physical development. Staff work closely with the younger children to ensure they are able to explore the outside play areas and to enhance their physical development. Children enjoy regular visits to the farm to see the animals and to learn all about them. Staff teach the children about the safety when being near them, and ask them good open-ended questions for them to think about the animals and what they do.

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

Staff demonstrate a very positive approach towards inclusion and promoting equal opportunities. They work closely in partnership with parents, through a good key person system, to fully understand and meet the individual needs of all children. This helps to successfully settle them into the nursery. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of their individual requirements. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different

customs and celebrations of their friends and the wider world in which they live.

The setting has effective measures to promote children's ongoing safety in the nursery, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these to keep children safe. Staff carry out fire drills on a regular basis, teaching children to be aware of what to do in an emergency. Staff teach the children how to keep themselves safe when moving from different play areas. When children are visiting the farm that is on site they are taught well about their own hygiene and using the anti-bacterial hand gel to promote their well-being.

Children enjoy valuable social experiences when eating together. They all sit together to eat and talk with the staff about what they are having. This promotes their language development well. However, there are missed opportunities during meal times to promote children's physical development and their independence as staff serve the food and pour the drinks for the children. Children do have plenty of food and regularly have two portions. Staff sit and talk to the children about what they are eating and the effect it has on their bodies.

All staff are consistent in their approach to behaviour management. They teach children about the clear and concise boundaries in place and the children show that they fully understand them. The staff also work closely with the local authority and other agencies to provide support for the staff in dealing with children who have special educational needs and/or disabilities. They set achievable goals and meet regularly with parents and the agencies caring for the children to ensure they are meeting all their individual needs. Good strategies are in place to teach the children how to work together. Given the children's ages and stages of development they all behave very well.

Staff support children well as they move between base rooms and carry out these moves according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning. Children show that they feel emotionally secure. For example, they enjoy snuggling into staff when they feel tired or need reassurance.

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

Leadership and management of the setting are strong. The providers, manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a good standard and all records required for the safe and efficient management of the setting are readily available. Staff implement a comprehensive range of written policies and procedures. These are regularly updated to reflect changes in legislation and to clearly underpin staff's practice in promoting children's welfare. Staff are deployed well around the setting to supervise children, maintain ratios and to make sure children's individual needs are met. The provider and managers work

well with the staff and maintain a good level of full-time staff working with the children. The setting uses agency staff to cover staff sickness and annual leave to maintain required ratios and support children effectively. The managers make sure the use of agency staff does not affect the care of the children. This provides good continuity of care.

Robust recruitment procedures are in place, which include checking the suitability of all staff. Staff have regular supervisions, one-to-one supervisions and appraisals to assess their work and to look at further training opportunities. Most staff are well qualified and also attend regular training, through the local authority, to enhance practice and promote children's learning and welfare. The providers have a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the key strengths of the provision and the areas staff are currently working on. The parents share their views as part of self-evaluation practices and the manager and provider gathers the views of the children. This shapes the service provided, which is highly responsive to its users, promoting good outcomes for children.

All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implement the Local Safeguarding Children Board procedures. Robust risk assessments are in place for both the premises and for all outings the children undertake. Staff make sure children are not able to access areas that have been affected by recent flooding. The providers are undertaking redecoration to the rooms. These are carried out during weekends and evenings when the setting is closed. The providers make sure this does not affect the care and well-being of the children. Children are well supervised across all areas of the setting and when on outings.

Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home, which staff use very successfully to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. This provides good continuity of care.

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	EY449822
Local authority	Surrey
Inspection number	951294
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	224
Number of children on roll	310
Name of provider	Almners (Childcare) Ltd
Date of previous inspection	24/04/2013
Telephone number	01932 570888

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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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