

Coat of Many Colours Nursery

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

Inspection date	25/06/2014
Previous inspection date	17/10/2013

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

- Staff know the children well, they respect and value their care needs. As a result, children are confident and secure.
- Effective planning enables children to take part in activities that are fun and challenging, which means they make good progress in their learning and development.
- Staff promote effective partnerships with parents, which means children's individual needs are known and respected and the care is consistent.
- Good staff deployment means children are completely secure and safe in the nursery.

It is not yet outstanding because

- Resources in the role-play do not reflect children's family lives and communities. This means children's experiences in this area do not broaden their knowledge of how they and others in live.
- Mealtime arrangements do not fully encourage children to be independent.

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's play and staff's interaction, both inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a number of rooms in a converted building in the London Borough of Hillingdon. The nursery receives funding for the provision of free early education to children aged two, three and four-years. There are currently 56 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. 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.

What the setting needs to do to improve further

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

- enhance children's pretend play by using resources that are real and natural in the role play area
- improve the organisation at meal times to enable children to be more independent.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation stage, which enables them to plan activities that are fun and enhance children's learning. Children play and learn in a busy, happy atmosphere. A safe and secure environment supports them to feel confident and self-assured as they play and move around the nursery. Staff successfully identify children's starting points, and use observation, assessment and planning effectively to promote children's individual learning styles. Parents provide staff with important information about home routines and individual care needs. As a result, staff have a good awareness of the children in their care. Staff have a secure knowledge of how to promote the learning of young children and babies. They deliver successfully planned activities according to the level of support required for each child. Staff use good teaching techniques to engage children and make all activities a learning experience. For example, at circle time, children count their friends and calculate how many more boys there are than girls. This helps to promote their mathematical development well through purposeful learning activities. The learning environment offers a range of materials and resources

that add challenge and fun to children's experiences. Children freely self-select resources from low-level storage. This enhances their independence and abilities to make choices during their play.

Children show good communication and language skills, and confidently talk to each other during their play. They use their imagination well and discuss the games they are playing, for example, as they play in the garden, they talk about being a horse and the reins as they canter around the garden. Children have good opportunities to learn about sounds and rhymes through singing songs together. They join in enthusiastically with songs and actions; they have fun as they sing the songs very quickly and dance together. Staff successfully support the less confident children by encouraging them to join in. Babies' language is very well supported by staff who use a constant commentary as the babies play. Older children confidently talk about their feelings, saying they would feel sad if they were frightened of the ogre. This leads to a conversation where children describe the colour and look of an ogre. This demonstrates how staff use varied occasions to extend learning opportunities. Babies have a wonderful time as they paint; they have a range of tools to use. Many prefer to use their hands, exploring the feel and texture of the paint. Resources in the baby room are suitable for their age and stage of learning. The babies use interactive toys, and those with buttons and flaps interest babies as they begin to learn about cause and effect. Although children enjoy using the role play area, the resources do not reflect items used in their homes. This means that children are not able to experience and explore resources to deepen their understanding of their own and others lifestyles.

Detailed assessments of children's learning and development across the nursery support each individual child to make good progress in relation to their starting points. Staff complete the required progress check for two-year-old children and share the report with parents. This encourages parents to support their children's learning at home. Staff help children to develop independence skills, for example, helping with routines in the nursery and using the bathroom facilities on their own. This prepares children well for their next stage of learning and their move to big school. In addition, staff talk to the children about their visits to school, asking them to share their experiences with their friends.

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

A well-established key person system helps children form strong emotional attachments with staff. This means children feel safe and content as they settle in the nursery. Caring, kind staff comfort babies when they become distressed, supporting the positive attachments and children's sense of security. The stimulating environment is busy with creative work and photographs on display to enable children to feel a sense of belonging. In addition, it offers children opportunity to make choices about activities. They can easily access writing materials and creative resources that they use very competently to express their creativity. Staff offer good levels of praise and encouragement that supports children's self-esteem and confidence. Children seek out comfort and assistance when they need to, knowing their needs will be met with consideration.

Children are cared for in a safe and secure environment where they are developing an understanding of managing risks and how to keep themselves safe. They understand the importance of not running inside, and how they must move carefully from indoors to outside. Children behave well. Staff talk to the children at eye level and explain why some behaviour is not acceptable. They remind children to use their listening ears and looking eyes as they move around the nursery. Staff support children when needed so they show kindness to their friends and share the toys. This helps children to make positive choices as they play. These are key skills that will support children well when they move up to school.

Children learn about healthy living because staff effectively support their good health. They have frequent access to an outdoor area where they explore, investigate and develop their physical skills. They know why they must wash their hands after messy play and before eating. Children excitedly talk about a trip to the local park where they fed the ducks. The children laugh as they talk about how much bread the ducks ate. Staff successfully link this to singing five little ducks. Staff encourage children to calculate how many ducks remain as the song progresses. Snacks are healthy and nutritious enabling children to select from a varied range of fruits. Food is freshly prepared and cooked on site and meets the dietary needs of all the children attending. Children enjoy lunchtime as a sociable occasion for everyone. However, children do not routinely have opportunities to develop their self-help skills as staff serve the food and pour the drinks for them.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and as a result, all of the legally required documents, policies and procedures are in place. This contributes to the safety and welfare of the children. Partnerships with parents are successful. Parents are pleased with the care their children receive and the information given to them by staff. Staff provide parents with learning journals to show them the progress their children make. These processes help ensure that parents are successfully included in their children's continuous learning and development. The setting has successful partnerships with other professionals, such as speech and language therapists. The manager and staff also work with local schools and the local authority. This means the staff and families receive appropriate guidance to understand and support each child's individual learning needs.

The manager follows a robust recruitment procedure, which ensures staff are suitable and qualified to work with children. Staff are familiar with the safeguarding policy and the correct procedures to follow should they have any concerns about children's welfare. Staff monitor visitors to the setting, who are required to sign in and out. A daily register records children's and staff attendance, which demonstrates how the nursery meets the adult to child ratios. The manager oversees staff's ongoing suitability through appraisal and monitoring of practice. This effective system leads to training opportunities for staff, which means they remain motivated in their work, and therefore, improving outcomes for children.

Children are cared for in a safe and secure environment and are learning the importance of how to keep themselves and others safe. For example, children learn the procedures to follow in the event of an emergency, as they practice evacuation drills regularly. Staff supervise children well throughout the nursery to keep them safe. In addition, staff complete daily risk assessments of all areas of the nursery and garden to identify and address potential hazards.

The manager has developed a system of self-evaluation and is continually looking for ways to improve the quality of the care and education they provide. Together with staff, they identify areas for improvement and are proactive in working towards making changes, for example, making changes in the garden area to improve opportunities for the children to learn and develop in the outdoor environment.

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	EY347369
Local authority	Hillingdon
Inspection number	952753
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	72
Name of provider	RCCG Kingsborough Family Church
Date of previous inspection	17/10/2013
Telephone number	01895 272885

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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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