

# Rainbow Kindergarten Barton

15 Bowmandale, BARTON-UPON-HUMBER, South Humberside, DN18 5LR

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 28/07/2014 |
| Previous inspection date | 28/07/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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 implement a range of successful strategies for involving parents in their children's learning. As a result, all children make good progress.
- Key-person systems and buddy systems are well embedded, and as a result, children feel safe and secure and settle quickly into their new environment.
- Staff have a very good knowledge of safeguarding procedures and risk assessment. This means that children are kept safe.
- Highly effective leadership and management sustain continuous improvement across the nursery. Consequently, all children make good progress in their learning.

### It is not yet outstanding because

- Natural and open-ended resources are not as readily available to children in the two-to-three-year-old room, which limits their ability to explore in different ways.

## **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 in each room of the nursery and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the owner of the provision and spoke to staff throughout the inspection, when appropriate.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day and looked at written parent comments.

## **Inspector**

Samantha Hoyes

## Full report

### Information about the setting

Rainbow Kindergarten Barton registered in 2004. It is a privately owned nursery, located in a residential area of Barton-upon-Humber, North Lincolnshire. The nursery serves the childcare needs of the local and wider community and is accessible to all children. It operates from within an extended, detached property. There is one main ground floor playroom for older children and there are two rooms on the first floor available for babies and children under the age of three years. There is an enclosed outdoor play area to the rear of the property. Currently there are 74 children on roll, all of whom are within the early years age group. Some children attend before school and during school holiday periods. The nursery is in receipt of funding for the provision of free nursery education for two-, three- and four-year-old children. Children who speak English as an additional language are welcomed and supported. Opening hours are 7.30am until 6pm, Monday to Friday all year round, apart from public holidays and a week at Christmas. There are 15 staff employed at the nursery, all of whom hold a recognised childcare qualification. Of these, two hold Early Years Professional status. The nursery receives support from the local authority and has achieved stage two of the authority's quality assurance scheme, Steps to Quality. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- encourage two- and three-year-old children to play and explore in different ways, for example, by providing further opportunities for them to use natural and open-ended resources.

## Inspection judgements

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

The quality of teaching is consistently good. Staff use a variety of open-ended questioning and closed questioning when necessary to extend and develop children's thinking. As a result, children constantly develop their early communication skills. Where children speak English as an additional language, staff use clear language and reinforce this with Makaton sign language where they can. Staff have also attended courses on developing their language skills and use this knowledge to support children with the use of familiar words in their home language. As a result, all children make good progress in their learning and feel valued in the nursery. Their approach also helps children to learn about and value diversity. There are posters and books around the nursery that reflect positive images and children celebrate a variety of cultural and religious festivals throughout the year. As a result, all children are respectful and caring of one another. Staff get down to the children's level, observing and timing their interventions. They provide a playful base from

which children are able to explore and investigate and as a result, children are confident and inquisitive about their learning. Staff have a good knowledge of child development and their key children's interests. For example, a member of staff introduces a non-mobile baby to a treasure basket full of bangles and notes her enjoyment as she continually passes them to the member of staff and then back again. The staff member then extends this by introducing the large cardboard tubes to post the bangles into. An older child joins them and the staff member adapts the activity by introducing different sized tubes and talking about the different sizes and what fits and what does not. As a result, all children are continually supported in their learning and children make good progress. Early literacy and mathematical skills are supported as children grow. For example, in the pre-school room the day starts with 'hello time', where children learn to recognise their own names, identify numbers and identify which day of the week it is. Consequently, children are learning that print carries meaning and are beginning to identify key letter sounds and numbers. Staff are skilled in following children's lead and develop their environments accordingly. For example, a role-play shopping area in the pre-school room builds on recent interests, providing ample opportunities to develop their early literacy and mathematical skills. As a result, children make good progress in their literacy and mathematical development ready for the next stage in their learning. In the two-to-three-year-old room however, children have fewer opportunities to explore in a variety of ways as they have fewer opportunities to use natural and open-ended resources.

The key-person system is well embedded and supports engagement with all parents in their child's learning. Parents comment on the supportive nature of the staff team and how they are supported to continue their child's learning at home. This is evidenced through a recent recycling project where the nursery first introduced recycling to the children before sending information home for parents. Parents then sent in pictures of their children at home recycling. This project is still ongoing and children help to recycle any leftovers from their snack for the compost bin. This demonstrates children's strong understanding of the world around them. Further initiatives such as the imagination library are also proving successful, as are the chatter packs, which parents can take home and share with their children. As a result, all children are making good progress. Staff establish clear information about children's starting points with parents and other settings from the start, and use these to inform practice. Consequently, children settle quickly and thrive in their new environment. Outdoors acts as an extension of the indoor learning environment and is carefully planned for. Crates and planks provide opportunity for challenge and risk taking. Mud pits and sand pits with child-sized metal shovels provide opportunities to explore and investigate, enhanced by relevant words and symbols. There is ample space for developing physical skills and cosy areas for relaxing and role playing. Staff support children's learning through careful teaching and support children to be independent by taking them to the shed to choose for themselves any additional resources they may need. The under-two's garden area is well organised, with a cosy area, access to natural materials, blocks for building and water play. Again staff offer good support, providing a language-rich environment as they discuss the resources 'bob, bob, bobbin' on the water', and as a result, all children thrive as they play outdoors.

As children prepare for the next stage in their learning, whether moving rooms or moving to school, staff are on hand to support them. They provide transition visits for those moving rooms and children are given special books to tell them about their new room.

This eases the process and children appear happy and settled in each of their rooms. Where children attend more than one setting, staff share information such as assessments, likes, dislikes and planning so children are supported holistically in their development. Partnerships with other agencies are good. Progress checks for children between the ages of two and three years provide a short summary of children's progress in each of the prime areas. This is then shared with parents and used to support the health visitor checks around age two. The ongoing observations and assessments of children's progress mean that staff have a clear knowledge of what children know and can do. Consequently, they plan effectively in accordance with each child's individual needs, actively promoting their ongoing good progress. Partnerships with local schools are also good and this further supports the moves children will make. The nursery shares relevant information with the feeder schools and invites them to visit. When children attend their new school, where possible, a member of staff will go with them to offer support. Careful discussions with the children help them to feel reassured and prepared for their next step. Staff are sensitive to their needs, discussing these with parents and the new setting. As a result, children are ready for the next stage in their learning.

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

Staff are sensitive and attentive to each child's needs. For example, they know which children need an extra cuddle when an unfamiliar face enters the room and make a point of explaining to the child who the person is and what they are doing. As a result, children feel safe, secure and continually develop their personal, social and emotional skills. Strong partnerships with parents further supports this. Staff have an understanding of each child right from the start. Family books are made by the staff for children containing pictures from home. Staff then share this with the children. As a result, children are constantly developing a strong sense of self. This is further reinforced by each child having their own coat peg and special baskets with their pictures on it, for their belongings. Staff make the most of every aspect of the routine from lunch times, to nappy changing, to sleep. For example, during nappy changing staff are sensitive and sing and chat away to the children, continually developing their communication and language. After nappy changing, both the staff member and the child go and wash their hands, embedding key hygiene practices. Sleep time is calm and well organised, with calming classical music and attentive staff, helping children drift off to sleep. Lunch and snack times maximise key opportunities for developing independence and healthy hygiene practices. Children know to wash their hands independently with soap and water and then wait to choose their snack. They tell a staff member which piece of fruit they would like. Staff then support mathematical development by counting 'one, two pieces of banana'. Children pour their own drinks, developing their physical skills and staff sit at the table role modelling this social experience. When children use the toilet, they are supported by a staff member and are actively encouraged to develop their independence by pulling up their own trousers and washing their hands. As a result, they are continually developing independence skills especially with regard to their own health and hygiene.

Behaviour is good and this is reinforced at hello time, where children call out the rules to the staff member leading, remembering the most important rule is to 'have fun'. A clear behaviour management policy reinforces this and also supports parents at home with clear

approaches and techniques. This ensures consistency between home and nursery and as a result, behaviour is good allowing children to make progress in all areas of their learning. Environments further support positive behaviour with differing areas for varying interests. Movement between rooms and on to schools is managed sensitively, according to the child's needs. Care is taken in ensuring the emotional well-being of each child and staff are able to identify where additional support may be needed. Independence is fostered and close relationships with parents further enhances this process as parents are actively involved in their child's learning. As a result, children are confident in managing change.

The outdoor environment is well organised, highlighting staff commitment to outdoor learning. They allow ample space for developing physical skills and support children to take age and stage appropriate risks. For example, a staff members support children to balance across planks and crates and onto the logs, talking about the size and lengths of the steps they may need and how to balance. This positive role modelling by staff means that children are motivated and actively learn skills for keeping themselves safe, as well as developing the characteristics of effective learning.

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

Leadership and management is strong. The manager has a clear vision for the future. Close relationships between management and the team allow a two-way flow of knowledge and information, and means that the drive to improve is evident throughout the nursery. Safeguarding is effective. All staff are aware of their roles and responsibilities and know how to keep children safe from harm. The designated lead for safeguarding is fully aware of her role and responsibility and the routes to take to safeguard children. Policies and procedures are in place and further enhance the well-being of children who attend. Health and safety is paramount and daily checks are completed in addition to the risk assessments, which are regularly reviewed by each room. Staff deployment serves to meet the needs of the children. Doors and gates are secure and visitors are asked to sign in and out. Fire drills are completed regularly so staff and children know what to do in an emergency and are kept safe.

The manager has a strong overview of the strengths of her team and as a result, they work harmoniously to deliver good outcomes for all children. Effective recruitment and vetting procedures are in place to check that all staff who work with the children are suitable to do so, helping to make sure that children are kept safe at all times. Induction plans support new staff and reference checks are in place. Through appraisals and one-to-one meetings with the manager training needs are identified and support is given where needed to ensure consistency. Peer observations have recently been introduced, along with joint observations with the owner. The manager notes how these are becoming effective at improving everyday practice and continues to embed these into practice. Monitoring of planning and assessment is in place and is used to highlight any gaps or areas for improvement. Staff are involved in this process to give a comprehensive overview of children's progress. Since the last inspection, the provider has successfully addressed the recommendations made. Self-evaluation is thorough and this continues to drive improvements in practice, pinpointing areas for development. As a result, practice

continues to develop and children make good progress in their learning.

Partnerships are strong and the manager continually reflects on the effectiveness of these. For example, the manager has recently reviewed the ways in which parents communicate with the nursery. This resulted in the manager implementing a texting system, so parents can easily let the nursery know if their child is going to be absent. As a result, the lines of communication are always open. Parents are treated respectfully and as a partner in their child's education, enhancing the learning process all the time. The nursery actively supports parents, signposting them to other agencies where needed. Links with other providers are strong, including the sharing of planning and assessment where children attend more than one setting. This serves to enhance children's development as learning opportunities are maximised. The nursery actively engages with other initiatives and groups where it can, such as the Early Years Professional network and taking part in stage two of the local authority's Steps to Quality initiative. They continually use their experiences to enhance all that they do. For example, training is effectively shared across the nursery team so all staff benefit from the learning.

### **The Childcare Register**

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| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY290503                 |
| <b>Local authority</b>             | North Lincolnshire       |
| <b>Inspection number</b>           | 877772                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 43                       |
| <b>Number of children on roll</b>  | 74                       |
| <b>Name of provider</b>            | Anne Julia Findlay       |
| <b>Date of previous inspection</b> | 28/07/2010               |
| <b>Telephone number</b>            | 01652 660 362            |

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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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