

Rainbow Village Nursery

The Old Court House, Church Street, Bloxham, Banbury, Oxfordshire, OX15 4ET

Inspection date	09/12/2014
Previous inspection date	29/07/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 are enthusiastic and use good quality interactions consistently, which supports children's learning effectively.
- Staff provide stimulating, well-planned activities that engage children's interest and help them to develop specific skills.
- There is a strong focus on promoting children's personal, social and emotional development. As a result, children show good levels of behaviour and they develop positive relationships with each other and with staff.
- The registered provider has worked hard to improve practice since the last inspection, which has had a positive impact on outcomes for children.

It is not yet outstanding because

- Support for children's personal care needs is not always effective enough to help them to remember to wash their hands after using the toilet.
- Although daily outdoor play and outings are available on a daily basis, staff do not always make the best use of the nursery garden to maximise opportunities for outdoor learning.

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 both indoors and outside.
- The inspector completed a joint observation with the registered provider of staff sharing books with children.
- The inspector held a meeting with the registered provider and talked to staff, children and parents as appropriate during the inspection.
- The inspector took account of children's assessment records, evidence of staff suitability and qualifications, parent questionnaires and the nursery's development file.

Inspector

Gill Little

Full report

Information about the setting

Rainbow Village Nursery registered in 2000 and is privately owned. It operates from The Old Court House building in Bloxham, Oxfordshire. Facilities include a main room, a small room/kitchen and adjacent toilets. Entry to the building is by a flight of steps and there is no disabled access. There is an enclosed outdoor play area a short distance from the building. The nursery is open on weekdays for 47 weeks of the year from 7.30am until 4pm. It is registered on the Early Years Register. There are currently 35 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children ages two, three and four years. It employs five staff, of whom four hold relevant qualifications at level 3.

What the setting needs to do to improve further

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

- enhance support for children's personal care needs to help them remember to wash their hands after using the toilet
- increase the time available for children to access the nursery garden to provide greater opportunities for outdoor learning.

Inspection judgements

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

Staff provide a very visual, stimulating and sensory environment indoors where they display a wide range of children's creations. They have an enthusiastic and friendly approach, welcoming children and parents warmly into the nursery. Their enthusiasm is infectious, enticing children to engage in activities and promoting positive attitudes to learning. On the day of the inspection, staff invited all the children present to work together to decorate a cardboard Christmas tree. Despite the large number of children involved in the activity, each child respected the space of others, working carefully with their individual pot of paint and then handfuls of glitter to decorate the tree. Staff plan activities carefully to meet the needs of older and younger children. For example, older children drew around stencils and cut out their shapes with scissors to make additional decorations for the tree. This activity enabled them to further develop their hand to eye coordination. Staff cleverly incorporate different aspects of learning into fun activities. They challenge children to find Christmas objects in a lucky dip and to match the objects to pictures on laminated cards. As a result, children develop their early mathematical skills, while fully engaged in activities that capture their interest. Throughout activities and routines, staff use good quality interactions, which enhance children's language skills and

their overall development.

The registered provider has recently implemented a new system for assessing children's progress. This is working well to identify children's current levels of development and any gaps in learning. Staff are using the system effectively to meet the learning needs of individual children and to incorporate their interests into ongoing activities. Staff are able to demonstrate that children are making good progress from their starting points and that early support is available for children who are falling behind. As a result, staff are effective in preparing children for their next stages of learning.

Staff develop good partnerships with parents and are proactive in offering additional support where it is needed. They suggest strategies that parents can use at home and provide ideas to support children's learning through discussion and regular newsletters. They encourage all parents to contribute observations of their children's progress at home, using a 'wow' board to celebrate achievements. They keep parents well informed of their children's development through discussions and follow an 'open door' policy so that they are available to parents at any time.

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

Staff place a strong focus on promoting children's personal, social and emotional development. Their friendly and caring approach, using lots of praise and encouragement, helps children to develop good levels of self-esteem. Staff promote good relationships between children, such as encouraging older children to help younger children put on art aprons. Key persons know children and their families well, planning daily activities and routines to reflect individual needs. As a result, levels of behaviour are good, children play well together and show that they feel secure in the nursery. Good support is available to older children moving up to local schools so that they are well prepared for this change. For example, the registered provider is available at the local school on their first day to help them settle in. Since the last inspection, staff have taken steps to improve children's awareness of diversity, with a range of photographs and posters now in place reflecting people from different backgrounds. They have ordered other resources to further enhance this area of children's learning.

Children have daily opportunities to play outdoors and they regularly take part in local outings. In the small nursery garden, they enjoy raking up leaves and putting these in a bin, which helps them to develop muscle control. They enjoy exploring the mud kitchen, a bug corner and they have recently built a bonfire, experiences which help them to engage with nature. However, on the day of the inspection, some children did not have an opportunity to play outdoors during the morning session, which reduced the time available for outdoor learning.

Children learn how to keep themselves safe as staff role model good practice and use discussions to support children's understanding, such as being careful with scissors. Staff support children well overall with personal care needs, such as helping them to wipe noses and ensuring that drinks are easily accessible. They sometimes provide close supervision

during toileting. However, on the day the inspection this was not always consistent enough to remind children to wash their hands after using the toilet and therefore to gain an effective understanding of good hygiene.

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

The registered provider demonstrates a clear understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. Since the last inspection, she has worked hard with the staff team to respond to previous actions and improve practice, which has had a positive impact on outcomes for children. The majority of staff now have first aid training and all staff have renewed their safeguarding training to ensure that good care is available to children as necessary. The registered provider has also implemented regular staff supervisions to more effectively monitor their professional development and provide ongoing support. In addition, she has improved the assessment system and processes for maintaining documentation. She has also worked with staff and children to improve the learning environment, such as reorganising the role-play area and book corner. She uses the nursery's development file during every staff meeting to reflect on practice and consider areas for further improvement. Feedback from parents is very positive and they are appreciative of the help and support they receive from the staff team.

The registered provider has good systems in place to monitor children's individual progress and provide additional support where necessary. She is planning to further improve practice by using the local authority's online tracking tool in the near future. She works closely with staff to support individual children and to plan a good range of stimulating activities across all areas of learning. She has been proactive recently in developing good partnerships with professionals in other local settings to share information about individual children to improve consistency and levels of support.

The nursery environment is safe and secure, both indoors and outside. Staff understand safeguarding procedures and clear information is in place to which staff can refer if they have concerns. The long-standing staff team all have appropriate background checks and the registered provider is clear about recruitment and induction procedures to follow if recruiting new staff in the future.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	403371
Local authority	Oxfordshire
Inspection number	986214
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	35
Name of provider	Clare Campbell
Date of previous inspection	29/07/2014
Telephone number	01295 722266

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

