

# Rainbow Nursery

Kings Drive, Eastbourne, East Sussex, BN21 2UD

<b>Inspection date</b>	15/01/2015
Previous inspection date	02/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 are friendly and interact well with children. As a result, children demonstrate they feel safe and are developing secure emotional bonds.
- Staff use effective behaviour strategies to promote positive behaviour. This helps children develop very good habits and behave appropriately.
- Staff use effective strategies to help ease any fears that children may have when they move to school.
- Staff and management have a good knowledge of the procedures to follow when they have concerns about children or adults. This means they promote children's welfare and safety well.

### It is not yet outstanding because

- Staff do not always share information with parents fully effectively because details of children's achievements and progress in all areas of learning are not always up to date.
- Staff do not encourage all the children to develop independence and take on responsibility for their self-care during mealtimes.

## 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 taking part in a range of activities in all areas of the nursery, including outside.
- The inspector had discussions with several parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures, and staff suitability checks.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Rainbow Nursery registered in 1991. It is owned by East Sussex Healthcare NHS Trust for the sole use of its employees. Rainbow Nursery consists of the main nursery and an early years unit. The main nursery has the sole use of the majority of the ground floor of a building in the grounds of the hospital in Eastbourne. They have use of playrooms, toilets, a laundry, an office, a kitchen and staff facilities. The early years unit for children under two years of age is in purpose-built premises adjacent to the main nursery. This unit has playrooms, a cot room, kitchen, toilet, a room for parents and a children's bathroom. The nursery is open each weekday from 7am to 6pm all year round. All children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 115 children attending who are in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The provision employs 14 members of staff, all of whom hold appropriate early years 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 partnerships with parents by making sure that information to be shared about their children's progress is up to date
  
- enhance opportunities for older children to develop more independence and self-care skills at mealtimes.

### Inspection judgements

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

Staff support children to become interested and confident learners. They skilfully oversee children playing, knowing exactly when to observe and when to intervene. This ensures children have time to explore their own ideas and still benefit from some adult support to extend their learning. Staff promote children's language development well by introducing new words and repeating words back to them. Staff engage children in conversations and ask them many questions that also pose further challenges for them. For example, during the inspection a member of staff asked children to predict what sound they thought a toy animal might make. Staff acknowledge children's efforts by using plenty of praise and

encouragement and this builds their confidence as learners. Staff introduce mathematical language as children explore resources, such as rice. This also develops their senses and fine physical skills. Staff talk to children about objects being 'big' or 'small' and ask them to consider volume and capacity when they ask if they can fill containers to the top. Children count as they play and during songs and rhymes.

Staff observe and monitor each child's progress from their first day to track their progress in all areas of learning. They are very knowledgeable about what each child can do and how they are planning for the next steps in their development. Staff base their focus activity planning on children's next steps of learning and incorporate children's current interests so it is personalised to meet their individual needs. They observe children's achievements continually and every six weeks they conduct an in-depth observation of each child to identify the stage of development they have reached. This enables staff to evaluate the success of activities and to assess whether they have challenged children sufficiently. Staff complete progress checks for children aged two years. These show if younger children do not meet expected levels of development and enables staff to put action plans in place as necessary. They are able to organise support so these children catch up in good time to be ready for school. Parents share information about children's achievements and interests at home so they can work together with staff to support children's learning. Staff hold regular meetings with each child's parents to share their observations of their progress and how they are planning for their continued development. However, this information is not always kept up to date so the sharing of details of their progress is not fully effective.

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

There is a personalised settling-in procedure that enables parents to take the time their child needs to feel safe and settled in the nursery. A strong key-person system means children and parents build good relationships with the key person although all staff know the children in their group well. This means children are still happy if their key person is not there. Children are developing secure emotions. They demonstrate security and a sense of belonging in the nursery and are confident to ask for help. They take pride and increasing responsibility for themselves, knowing how to register their arrival and where to hang their coats. Older children take part in physical education sessions so they can practise changing their clothes as part of preparing for their move to school. Teachers from the local school come in to visit and children look at the school prospectus to discuss what it will be like so they are prepared. Moves for babies are made easier as their existing key person takes them to visit their new room and meet their new key person. Children are familiar with all areas of the nursery and move on happily with little disruption.

Staff help children behave well because they act as good role models and are polite and courteous. They play games that help children learn to share and take turns, and give them increasing levels of responsibility. Staff ask children to help out with tasks, such as giving out scarves. However, staff do not include older children in achievable and routine roles, such as setting the tables for mealtimes and serving their own food in order to

further develop their independence. Meals and snacks are healthy and staff discuss good health and lifestyles. They encourage children to make healthy choices in accordance with any individual dietary needs, as well as growing their own crops of potatoes and strawberries. Children spend time outdoors each day so they learn that being active is a natural part of their daily routine. Staff discuss the impact the weather has on the environment, such as the grass being very wet and therefore slippery. Children follow instructions to take care well, demonstrating their understanding of safety. They have a wide range of resources to explore and enjoy both indoors and outside, most of which they can access independently. This enables children to make choices and direct their own play in a welcoming and child-friendly environment.

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

Newly appointed staff receive a thorough, three month induction and probation period that includes some training. During this time they are made familiar with the nursery's policies and procedures so they know what is expected of them. This includes health and safety procedures, including emergency evacuation of the premises and safeguarding children. Staff know what signs to look for that a child may be at risk of harm and know who to report their concerns to in order to keep the children safe. Staff suitability is checked and comprehensive safeguarding procedures are in place, such as leaving personal phones in the staff room. All staff receive regular supervision from the manager when they discuss their performance and any training needs. Staff are all suitably qualified and experienced and the management team has high expectations for their ongoing professional development to maintain good outcomes for children. The management team oversees the planning and monitors the progress children make to ensure staff are meeting their learning needs well. They work with local advisers when appropriate to seek guidance and support for staff to help them implement the curriculum well. This all contributes to a staff team who understand how children learn and inspire them to become enthusiastic learners.

The management team values staff knowledge and ideas and uses these to contribute to action plans for future development. They actively invite feedback from parents through discussion and by asking them to complete questionnaires. Staff and management listen to parents and, whenever possible, implement any changes they suggest. For example, they lowered the height of children's coat pegs and provided drinking cups following suggestions from parents. This helps develop strong partnership working that supports children's well-being and feelings of security. Information is shared with parents through regular discussions, notices and email. Parents value the nursery and their relationship with staff. They especially like the good relationship their children have with the staff and how well the staff know the children. Staff work well with other professionals to help children who need additional support to reach their milestones.

### **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. 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

<b>Unique reference number</b>	109364
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	835821
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	115
<b>Name of provider</b>	East Sussex Healthcare NHS Trust
<b>Date of previous inspection</b>	02/09/2009
<b>Telephone number</b>	01323 417400 ext. 4676

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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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