

Rainbow Nursery - Firs Farm



Rear of 1-4 Kipling Terrace, Great Cambridge Road, London, N9 9UJ

Inspection date	5 February 2018
Previous inspection date	26 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and her staff share an enthusiasm for their jobs. They talk warmly about the length of time they have been involved with the nursery and the second generation of families that are now attending. Parents comment that staff are extremely approachable and how they have completely transformed their children's confidence.
- The qualified and experienced staff have a secure knowledge of child development and, through observations of children, know what they need to learn next.
- Children benefit from the individual attention they receive and they develop extremely close relationships with their key person. This contributes exceptionally well to their emotional security.
- Staff provide children with a well-thought-out learning environment with a wealth of opportunities, which motivates and engages all ages of children. For example, children delight in exploring lights in the sensory den.
- Staff have developed superb relationships with parents. They share children's developmental progress and invite parents to be involved with their children's learning.
- Children behave well. Staff give children positive praise for their achievements and show a genuine interest in listening to what they have to say.

It is not yet outstanding because:

- On occasions, staff do not provide further challenge during some activities to help children make the best possible progress in their learning.
- The manager has not fully developed systems for using information about groups of children's progress to precisely target interventions.

What the setting needs to do to improve further

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

- provide children with consistently high levels of challenge during activities to help them to make rapid progress in their learning
- strengthen the use of information from tracking groups of children to more precisely plan interventions to help maintain their good progress in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of child protection issues, including how to respond should they have a concern about a child. Staff deploy themselves carefully to help ensure children are closely supervised and ratios met. Staff carry out daily checks to minimise hazards and to maintain a safe environment for children. The provider and the staff team work well together to secure continuous improvement. The provider supports staff to continue with their qualifications to help update their knowledge and skills. The provider is mindful of working in partnership with other settings that children attend. This leads to the continuity of care and teaching that children receive.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills well. They play alongside children and comment on what they are doing, for example, 'you've made me a burger, can I have some onions on it please?' Staff use spontaneous opportunities to introduce children to counting. For example, when changing the batteries in a camera or torch, staff ask the children to count how many batteries they need. Children who speak English as an additional language progress well in their communication and listening skills. Staff regularly learn key words in children's home language and use these alongside English words. Staff have strong partnerships with external agencies. This contributes to the good progress made by children who have special educational needs (SEN) and/or disabilities.

Personal development, behaviour and welfare are good

Children move around the room confidently, selecting toys and leading their own play. This demonstrates they are comfortable and they feel a strong sense of belonging. Staff help children to gain an understanding of the similarities and differences in people. They learn about celebrations around the world, such as Chinese New Year. Children taste noodles for snack and create fortune envelopes for good luck. Staff work closely with the neighbouring school. Children visit the school to attend plays and, the term before they start, they go and play on the school equipment. This helps with children's smooth transfer to school. Children gently pet the nursery's cat. This helps them to learn care and concern for living things.

Outcomes for children are good

All children make good progress over time given their capabilities and different needs. This includes those children for whom the nursery receives funding. Children develop good physical skills. They thoroughly enjoy climbing and sliding and balancing on the logs as they play outside. Children enjoy singing sessions and willingly join in with the actions to songs. This helps to develop their expressive arts skills. Children have a keen interest in books and listen very attentively to stories. When staff pause, children shout out the repeated phrases in popular stories. This contributes to an early love of books and reading. Children learn an important range of skills which prepares them well for their move on to school.

Setting details

Unique reference number	EY468551
Local authority	Enfield
Inspection number	1069747
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	28
Name of registered person	Louiza Kleanthous
Registered person unique reference number	RP511676
Date of previous inspection	26 February 2014
Telephone number	07984 919 270 or 02088079078

Rainbow Nursery - Firs Farm re-registered in 2013. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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