

Little Rainbows Nursery

Inspection report for early years provision

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Inspector Sheena Bankier

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Rainbow Nursery has been operating as a nursery since 2004 and reregistered in 2010. It is privately owned and managed by a small team of directors. The nursery is open all year round from 7.45am to 6.00pm, excluding bank holidays and Christmas. All day, morning and afternoon sessions are available. The nursery is situated in Charnham Park, Hungerford. Children are cared for in premises that are fully accessible and purpose built. The premises is located on the ground floor. There are three rooms which cater for the age range of children attending. The nursery has an enclosed garden for outside play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 47 children under eight years. Little Rainbow nursery currently has 70 children on roll in the early years age group. Children attend from the local and surrounding area. The setting welcomes children with learning difficulties and/or disabilities and supports children who speak English as an additional language.

There are 20 staff currently working with the children, 16 of whom hold a suitable childcare qualification. Three staff are working towards a suitable childcare qualification. The nursery also employs a cook and other support staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and confident in the nursery. The key person approach is mainly well organised, so that children positively benefit. Children make good progress towards the early learning goals through activities that are overall very effective. The nursery purposefully promotes children's good health, well-being and safety. All required documentation is in place and it is mostly comprehensive in detail. Excellent partnerships with parents are developed and maintained, and the nursery is proactive in communicating with other settings.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote the preschool children's independent writing further, for example, encourage them to write their own names at appropriate times, such as, labelling their own work
- review records of outings risk assessments and update with further detail regarding potential risks and hazards and the steps taken to minimise these
- review the key person approach to ensure a second key person is available for children when the main key person is away.

The effectiveness of leadership and management of the early years provision

The nursery premises are very secure. Security cameras increase both staff and children's safety. They enable staff to assess visitors before allowing access to the main part of the premises. Staff demonstrate a good awareness of safeguarding children, for example, potential signs and symptoms of abuse and neglect, and the action to take in the event of concerns arising. Staff undertake training in safeguarding which underpins their knowledge and understanding well, ensuring children's welfare is safeguarded. Recruitment procedures are robust and the effective processes support the thorough safeguarding of children. The nursery reviews and updates risk assessments for the premises to include changes, such as the renovation of the garden. Staff understand how to keep children safe, such as, through close supervision. Written risk assessments for outings do not always fully record the potential dangers and steps taken to minimise these.

The management set a very good example to staff, working hands on with the children. The nursery actively seek out information and keep parents informed of current advice and procedures, for example, school application processes. Regular meetings and training support the nursery well in reviewing and reflecting on practice. As a result, the nursery strives for high standards and makes good continuous improvement. The key person approach works well overall, and very good relationships are built with parents ensuring two-way information is exchanged. This contributes to continuity and consistency in children's care. Occasionally children's key person's are not always working at the same time as the key children are attending. Other staff work well with the children in the key persons absence, although there is currently no named specific second key person in place.

New storage facilities enable children to make choices and initiate their own play and ideas. Resources are very well stored with a picture and print label. The nursery have renewed and replaced items and consider children's requests and needs well, for example, they have provided more garden resources that children suggested. The premises and resources are fully accessible to children in all areas of the nursery. The nursery has a positive inclusion policy and procedure and welcomes all children and families. The celebration of a wide range of festival and religious events values the individual backgrounds of the children and families.

Parents have access to a wide range of information to keep them well informed. This includes excellent information about the Early Years Foundation Stage, policies and procedures and their children's records. The nursery fully encourages parents to be actively involved in their children's learning, for example, by adding their observations to their children's learning journeys and contributing their ideas to their children's interests board. As a result, staff benefit from information to successfully plan for individual children. The nursery effectively seeks to develop positive relationships with other settings and other professionals. This promotes continuity in children's learning and development.

The quality and standards of the early years provision and outcomes for children

Children develop a very good sense of belonging. They and their parents benefit from the bright inviting environment, which is very warm and welcoming. Artwork, photographs, and named pegs and storage facilities ensure children feel valued and included. An achievement tree very positively recognises children's accomplishments. This boosts children's self-esteem and confidence as it is on display for all to see. Children feel happy and secure at the nursery. They develop good relationships with staff and other children. Children behave well and staff provide a good role model, for example, using good manners. Children demonstrate a good understanding of the routines of the nursery, such as, tidy up times. Children behave in ways that are safe, with staff providing reminders as necessary to promote their safety, and those of others, for example, to walk indoors.

Good use is made of information from parents and ongoing observations ensure planning effectively promotes children's individual learning needs. Secure systems track children's progress and soundly enable staff to identify any specific needs of children. Children are confident to explore and investigate and are active learners. Staff ask good questions to enable children to think and to ensure children can make choices and decisions. Staff involve children very well, for example, children help cut up tissue paper and mix sand and paint colours for a craft activity. This enables children to make a good positive contribution. Effective mark making resources are available in all the rooms, the babies in Cotton Tails benefit from a low level chalkboard and chalks that they can freely access. The older rooms have a good range of resources to mark make and to use their emergent writing with, such as, alphabet cards and different types of stationery. Children develop their creativity, as they are free to produce their own artwork and pictures. The preschool age children do not always use writing at other appropriate times, such as, to label their own work with their name.

Children enjoy a good range of activities, play experiences and outings. The garden is utilised well by all ages of the nursery with a free-flow approach. Children therefore benefit from plenty of fresh air and physical activity. Children also benefit from Monkey Music and PE sessions, supporting their physical, social and creative development. Children develop good independent skills, such as, spreading their own toast, taking their own shoes off and undoing their coats. The nursery provides very good healthy and nutritious meals and snacks, which are prepared and cooked on the premises. These provide a wide variety of foods that meet children's individual dietary needs, such as allergies and religious needs. Children develop independent self-care skills, for example, the babies start to use face cloths to clean themselves after meals and older children access tissues independently. Daily routines support children's understanding of a healthy lifestyle, such as, eating healthily, washing hands and brushing their teeth.

Children develop strong skills for the future. Children listen and concentrate well, for example, during group activities. Children also develop good levels of

confidence, such as, standing up in front of their peers to talk. Good transitional procedures ensure that this process is smooth and takes into account children's individual needs, for example, when they move rooms within the nursery. As children leave for school, the nursery welcomes their new teachers to visit them at the nursery and develops strong links and communication with schools. This supports transitions well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met