

Birstall Rainbow Nursery

Inspection report for early years provision

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Inspector	Lynn Dent
Setting address	68 - 74 Wanlip Lane, Birstall, Leicestershire, LE4 4GF
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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

Birstall Rainbow Nursery is one of four nurseries under private registration. It opened in 1989 and operates from four rooms in a single storey converted church. It is situated in Birstall in Leicestershire. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 62 children under eight years at any one time. There are currently 98 children aged from nine weeks to under five years on roll, some in part-time places. The nursery is open each weekday from 7.30am to 6pm all year, with the exception of one week between Christmas and New Year.

The setting provides care for children from Birstall and the surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities. The setting is in receipt of nursery education funding.

The owner employs 14 staff. Of these, 11 hold appropriate early years qualifications and three are working towards a qualification. The person in charge and the deputy are currently working towards the Foundation degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe as staff provide good care and engage them in developmentally appropriate experiences. Staff plan an interesting range of activities for children indoors and these continue in the outdoor play area for most children. Children are encouraged to develop their independence during most daily routines. Children's individual needs are met due to effective partnerships with parents, carers, other providers and specialist services. Overall, staff implement the setting's policies and procedures well. Systems are in place which enable the management to review and improve the provision.

What steps need to be taken to improve provision further?

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

- improve the use of the outdoor play area to support the different areas of learning within the toddler age range
- improve older children's independence during daily routines; this is with regards to snack and meal times
- ensure all staff implement the behaviour management procedures at all times.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected as the management and staff clearly understand their responsibility to report child protection concerns to the relevant agencies. Robust recruitment and vetting procedures ensure that children are cared for by suitable staff. Regular risk assessments and routine checking and cleaning of toys and equipment mean that children are cared for in a safe, clean environment. Children's safety is maintained on outings due to the clear policy implemented by staff.

Children have access to a good range of developmentally appropriate toys and resources that help to promote their learning and development. These are easily accessible to the children as they are stored at their height. The outdoor play area is exceptionally well resourced. Children have access to a range of physical play equipment including a climbing wall. They also have access to a sensory garden, planting and growing areas, natural and experimental areas. Each room is set out to encourage children to engage in different activities. The effective organisation for babies means that their home routines are closely followed. The management has implemented good systems for self-evaluation which enable the identification of areas for improvement.

Effective partnerships with parents and carers enable detailed information to be shared about the children's individual needs and abilities at induction. Therefore, staff can effectively care for them and build on what the child can do. Parents are kept informed of their child's learning and development through daily discussion, daily and regular written reports and a parents evening. Regular newsletters keep them updated about the setting, current planning and ideas for their extending their child's learning at home. Staff work with other childcare providers, ensuring consistency for children in their care. Children with special educational needs and disabilities are effectively and consistently supported because the setting actively works with specialist services.

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

Staff understand the Early Years Foundation Stage and implement it well by planning and providing a good range of developmentally appropriate activities and experiences for the children. Effective monitoring and assessment systems ensure that children's achievements and next steps are identified and they make good progress in all areas. More able children are making strides in recognising letters and sounds and in writing skills. They also use numbers and other mathematical skills well, some counting to 25. Children's social development is well developed. Older children play games and are encouraged to take turns as the staff sensitively remind them to share. They respond positively to the staff because they are positive models for good behaviour. However, on the day of inspection a new member of staff did not fully implement the setting's behaviour policy. Younger children are beginning to forge relationships as they play alongside and with their

peers.

Children have opportunities to access quiet, active, indoor and outdoor activities within their daily routine. They enjoy time spent outside exploring the imaginatively resourced play area, which most staff use well to extend the children's learning. They play in an enclosed nature area looking for insects, others use climbing walls and a slide down pole. Some children enjoy racing their cars down slopes and making trenches in the sand and filling these with water to see what happens. However, outdoor time for the toddler room tends to be a free play experience which means that their learning during this time is not fully promoted. A separate play area is available for young babies, allowing them to explore safely.

Children enjoy being creative and babies thoroughly enjoy the sensory experience of finger painting, which staff extend to using large brushes. The babies bang these up and down, smiling and babbling with glee. Older children access a range of different materials and make pictures and models, such as rabbits, that they hang from the ceiling. Toddlers enjoy sensory experiences, such as playing with icing sugar and water. They enjoy tasting this and then seeing how they mark marks as they move their hands in the mixture. Children enjoy pretending to make their friends better in the role play hospital. They use their mark making skills to make appointments at the reception desk, showing an understanding of writing for a purpose. Meal and snack times are used to develop children's skills for later life, such as learning good table manners. As children become able they are encouraged to feed themselves. Some children take responsibility for giving out drinks and serving themselves. However, this does not always happen with the older children which means their independence is not always promoted.

Children with special educational needs are well supported as staff work with parents and other services to identify their individual needs, ensuring they receive the required support in a timely manner. Equality and diversity is promoted well, helping children to become aware of the society in which they live. Children learn to keep themselves safe as they practise road safety and staff ask questions, such as 'what would happen if?'. Children have an excellent understanding of good hygiene and a healthy lifestyle. They help grow fruit and vegetables at the setting's allotment and then collect these. Children are very effectively protected from the cross-contamination of germs and infections because staff systematically implement the setting's cleaning procedures. Children receive good care following accidents.

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	2

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	1
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