

Little Rainbows' Day Nursery

Inspection report for early years provision

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Inspection date

20/12/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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 Day Nursery is run by St Bede Services Ltd, and registered in 2011. It is situated in a residential area of Leigh, in Lancashire. The nursery operates from a two-storey building, with the pre-school children being based on the first floor. Children have access to a secure enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 81 children in the early years age group may attend the nursery at any one time, of these, 21 may be under two years. The nursery is open each weekday from 7.30am to 6pm all year round with the exception of Bank Holidays. There are currently 86 children on roll.

The nursery supports children with special educational needs and/or disabilities, and children who learn English as an additional language.

The nursery employs 15 staff, of whom 13 hold appropriate early years qualifications and the manager holds Early Years Professional Status. In addition, two part-time domestic staff are also employed. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle exceptionally well in the friendly and homely atmosphere of this nursery. Highly motivated staff use their first-class knowledge of the Early Years Foundation Stage to rigorously assess children's progress and to plan a wealth of inspiring activities. All required documentation is organised to a very high standard and all policies are highly effective in practice to support excellent outcomes for children. The views and opinions of parents and children are actively sought and really valued. They are used highly effectively by staff to ensure the needs of all the children are met. The setting takes the lead in establishing links with local schools to ensure superb transition procedures. First class self-evaluation and monitoring processes are in place so that improvement, such as in the outdoor area, is focused on outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for children to experience a variety of activities in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well protected and safeguarded as staff have an excellent understanding of local safeguarding procedures. There are meticulous policies and procedures in place and parents receive these in a detailed welcome pack, and they are displayed around the setting. Staff go through a stringent recruitment process and rigorous checks are made on all staff. The manager uses highly effective 'policy scenarios' to train staff so they are always kept up-to-date with child protection procedures.

Staff have an excellent understanding of the Early Years Foundation Stage and use this exceedingly well to support children's learning. The environment of the setting gives every child access to a very wide range of activities. This means that children are highly motivated to make their own choices and so make excellent progress. For example, children can choose from a vast selection of resources at the creative station and explore their own ideas. Staff professional development is given the utmost priority to have an outstanding impact on outcomes for children. All staff are fully involved in the self-evaluation process and are highly motivated to maintain the high standard of care provided. They have used the Ofsted self-evaluation form and other monitoring processes to set themselves highly ambitious targets which have fully involved the views of parents and children. For example, they plan to develop further the outdoor provision so that there is an even wider choice of activities available to children at all times.

The setting forms excellent relationships with parents. For example, they regularly keep parents updated about activities and events via newsletters, texts and emails. Meticulous information on children's starting points is collected with parents through home visits and welcome packs. Parents are given fantastic opportunities to be involved in their child's learning as the setting sends home regular progress reports and involves parents in workshops in areas, such as early reading. The setting has fantastic links with other professionals to ensure that the needs of all children are met.

The setting provides superior support for children who have special educational needs and/or disabilities. For example, they work closely with parents and other professionals, such as, speech and language therapists and physiotherapists to develop play and care plans. This means that all groups of children make outstanding progress. Provision for those children with English as an additional language is excellent. For example, staff develop word banks in collaboration with parents to ensure they use key words in a child's home language.

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

Children are extremely confident and self-assured in the setting and feel safe and secure. This is because staff place the utmost priority on ensuring the setting is

safe and provides a warm homely environment for all children. Children have an excellent understanding of safety rules, as they have been fully involved in deciding the rules of the setting. For example, children remind each other to put toys away once they have finished with them so they do not trip over them. Children learn how to be safe outside the setting as staff regularly take children on visits to the local park, where they use stories, to talk about being safe when walking outside. The setting also invites people from the local community, such as community safety officers, to talk to the children about staying safe.

Children have excellent opportunities to learn about healthy lifestyles. Older children take part in regular exercise sessions each week and talk about how exercise makes them feel. This means that children have a superb understanding of the benefits of being active. They learn about the importance of healthy eating as both children and parents take part in an inspiring range of activities to develop their understanding. For example, workshops focused on meals served in the setting give everyone involved ideas for healthy eating at home. Children of all ages have access to a wide variety of activities outside and in the local area and activities are planned for each child so that they make outstanding progress in their physical development. All children adopt outstanding hygiene practices and know to wash their hands before meals as they recognise there are 'germs on their hands' that they need to wash off.

Children make rapid progress towards the Early Learning Goals because staff complete exceptional observations and are linked in to very well-organised planning. This information is used to track children's progress to ensure that progress is maximised and every child's needs are met. For example, each child has 'next steps' each week and activities planned for every child and their interests. Children make excellent progress in phonics and join in with a wide variety of activities to develop their understanding of sounds and letters. For example, children match letters on a keyboard, sounding them out and name objects and people that start with these letters. Children develop their mark-making skills and are free to develop their own ideas with support. For example, staff support children to draw houses and rainbows, with children attempting to write captions underneath. Children's mathematical skills are developed using songs and active games. They use a selection of coloured objects which the children sort into colours and then count how many they have. All children, including young babies, develop excellent skills for the future using technological toys. Older children use the keyboard and mouse on the computer highly effectively to match letters and numbers on the screen.

Children's behaviour is excellent and they take an active role in choosing and setting up activities. When painting, they select their own resources and explore their own ideas to paint the pet snails in the setting, with little support from adults. Babies and younger children in the setting excitedly show their real enthusiasm for activities, such as splashing in the water trays outside. Children learn about their own and different cultures through a vast range of activities and resources. For Diwali children taste Indian foods, explore Mehndi patterns and experience clothes worn at home by members of the community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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