

Birstall Rainbow Nursery

68 - 74 Wanlip Lane, BIRSTALL, Leicestershire, LE4 4GF

Inspection date	15/10/2013
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 adept at providing interesting activities which they extend and adapt to help all children to reach their full potential in all areas of learning and development.
- Staff successfully implement effective settling-in procedures which are pertinent to each child's individual situation and help children to settle well and their parents to feel less concerned about leaving their child.
- The senior managers are able to successfully recognise areas for improvement and implement effective strategies to ensure that the setting continues to move forward.

It is not yet outstanding because

- The organisation of some story times does not ensure that all children are fully able to participate and enjoy the activity.
- Nappy changing procedures are not always stringently implemented to ensure that children and staff are protected from cross infection.

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 in all areas of the premises and outdoors.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with the manager, staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Birstall Rainbow Nursery was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church in the Birstall area of Leicester, and is one of four nurseries owned by a private provider. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 14 members of childcare staff. Of these 12 hold appropriate early years qualifications at level 3. The manager and deputy both hold an early years foundation degree. The nursery opens Monday to Friday all year round, with the exception of one week between Christmas and New Year and all main bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 90 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider the organisation of story time for the children aged from two and a half to three and a half to ensure that they are all fully able to take part in and enjoy the activity

- review the nappy changing procedure to ensure that all staff are fully aware of how to effectively promote good hygiene practices at all times.

Inspection judgements

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

Children thoroughly enjoy the time they spend in this friendly and wholly supportive environment. They participate in a range of stimulating experiences that staff provide for them. This develops their curiosity and helps to make them keen to learn. Planning is pertinent to every individual child's needs and staff are skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Observations are regularly carried out and children's next steps are clearly identified. This ensures that all children make good progress in line with their starting points and individual capabilities. Children's individual assessments are in place and additional assessments, such as the

'progress check at age two' have been implemented to enable staff to assess children's development and act on any areas if there are concerns. Parents are involved in their child's learning. They are asked to contribute information to children's learning journals to provide staff with information about their child's development and learning interests at home. This helps staff to plan activities around children's interests. Parents' evenings further provide parents with an opportunity to discuss their child's learning and development.

Children throughout the nursery make good progress in all areas of learning. Babies have a lovely time as they explore different textures and make patterns in icing sugar mixed with water. Staff extend the activity further as they add dry cornflour for children to feel which they then mix with coloured water. They use the activity to develop communication skills as they talk about the shapes that children are making and the textures that they can feel. Children thoroughly enjoy looking at books and listening to stories. Staff successfully incorporate puppets and props within their story telling to further enhance children's enjoyment and develop their concentration skills. Older children listen intently to a story about a troll who lives under a bridge and three goats who try to cross to the grass on the other side. They join in with their favourite parts and laugh and shout excitedly as the troll flies through the air after being butted by the goat. Younger children look at books that staff have made for them which depict familiar objects and situations. Staff encourage communication by talking to the children about the photographs and pointing to the objects as they name them. However, although story times are generally enjoyed by all children the organisation of this time in some areas does not always enable all children to fully participate. For example, children sit in a space where they cannot always see the book and children who do not want to listen to the story play in the den alongside and disrupt it for those who wish to listen.

Staff in the pre-school room adapt activities to help children to prepare in readiness for school. For example, they remove the children's pictures from their name tags and leave just their names for them to begin to recognise without picture prompts. They help children to develop their concentration skills as they introduce activities which encourage children to focus and think. For example, they place objects on a tray and ask children to remember them and guess which one has been removed. Staff further extend children's thinking skills as they ask them what the objects are used for as well as the name. For example, children say that a magnifying glass is for finding things and a ruler is a measuring thing.

Babies and younger children enjoy exploring new textures. Staff provide treasure baskets with a range of resources, such as, wooden objects, torches and lights and socks which are filled with different textures to support children's tactile and exploratory development. Children with special educational needs and/or disabilities are well supported. Staff take time to ensure that activities are purposeful and adapted to every child's individual needs. This helps them to feel totally included and ensures that they settle well and reach their full potential.

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

A well-established and effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children well and can clearly demonstrate how they are helping them to move forward and make progress. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Older children are quick to seek out staff for a cuddle if they become tired or need reassurance. Children who are unsure or who have recently started at the nursery are supported well. Staff introduce games, such as jelly beans to help new children recognise and become familiar with their peers. Settling-in sessions are individual to each child and reflect parents' wishes. For example, if parents are unsure how children will settle at sleep times they are encouraged to bring the child at this time and stand outside in the corridor where they can peep through the window to see the child but where the child cannot see them. This helps to successfully alleviate any fears or concerns that parents may have when leaving their child for the first time. Children are well supported in their transitions between rooms and parents are fully involved. Staff ensure that children are familiar with the room they are moving in to by taking them on visits and they share progress reports and any individual information needed to help children to settle.

Children's health is generally well promoted and there are clear and consistently applied systems in place to protect them from infection. However, on occasions nappy changing procedures, such as wearing gloves, are not strictly applied to ensure that children and staff are fully protected from the risk of cross infection. Accidents are appropriately dealt with and recorded. Additional information explains to parents the signs to be aware of if a child receives a bump to the head. Accidents are monitored monthly to ascertain if there is a pattern of reoccurring accidents and these are added to the risk assessment to further ensure children's safety at all times. Children enjoy healthy meals and snacks which are prepared on site by the nursery cook. Menus are well-balanced and include fresh fruit and vegetables. Meal times are social occasions and staff sit with the children. Children learn good social skills as they pour their own drinks and use utensils appropriately. Children's understanding of healthy eating is further developed as they grow vegetables in the garden or in the nursery allotment. Behaviour is managed well and staff regularly liaise with parents to find different strategies to support children and discourage inappropriate behaviour.

Children thoroughly enjoy spending time outdoors. The garden has recently been developed and parents and children have been fully involved in the planning process. Children are able to climb, balance and ride bikes with dexterity as they skilfully avoid obstacles. They hide in dens and explore in the sensory garden and the water and pebble area. This helps them to develop large muscle skills and coordination. The premises are well maintained and resourced to provide children with a colourful environment in which to learn and develop. Staff regularly research to find new ideas to introduce into the environment. For example, staff in the baby room have introduced a black, white and red area to help children to develop their concentration skills and an area indoors has been resourced with logs, leaves and bark further extends children's learning of natural materials. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play whilst supporting children to take controlled

risks. For example, they help children as they learn to climb over uneven surfaces when they are climbing outside.

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

Children are well safeguarded. All staff are aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Recruitment procedures are robust and most staff hold a recognised childcare qualification. Any concerns relating to staff conduct are immediately acted upon to ensure that all staff working with the children are of a high calibre and are totally suitable. Induction procedures are in place to help and support new staff. Appraisals and supervision meetings are used to identify any areas for improvement. The manager is very hands on and supportive of all staff. She encourages them to reach their full potential and to attend additional training when it is available to extend and develop their knowledge and expertise. Children's safety is further maintained as ratios of staff to children are consistently high to provide children with additional support at all times.

Partnership with parents is strong. Parents are valued and their views are sought and respected. Parents and grandparents are extremely happy with the nursery and comments received are positive. They say that the staff are very supportive and approachable and that children have a wonderful time. Transitions when children move to school are well supported. Staff from the schools children will be moving to are encouraged to visit the nursery and see children in their learning environment. Staff take children to their settling-in sessions at school to help them to become familiar with their new surroundings. Leaver's reports are completed and shared. The manager tries hard to ensure that everyone who is involved with the child, such as speech and language therapists attend the meetings at the schools to share pertinent information that will ease the transition process and help children to settle quickly.

The registered provider and manager are clearly able to identify the strengths and weaknesses of the nursery. Staff are fully involved in the self-evaluation process and ideas for improvement are carefully considered and acted upon. The registered provider and the manager are proactive in implementing the changes necessary to sustain improvement. The manager regularly and effectively monitors the educational programmes to ensure that children make good progress and that activities are interesting and suitable. Above all, children enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	223193
Local authority	Leicestershire
Inspection number	934874
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	90
Name of provider	Birstall Rainbow Nursery Partnership
Date of previous inspection	09/05/2011
Telephone number	0116 2671331

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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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