

Rainbow Private Nursery School

Inspection report for early years provision

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Inspector	Shazaad Ashad

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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

Rainbow Private Nursery School has been registered since 1990. It is privately owned and managed by directors and a management team. The nursery operates from two separate buildings on the same site. The nursery serves the local area and has strong links with the local schools. The nursery is accessible to all children and there are many fully enclosed outdoor areas available to children.

The nursery opens Monday to Friday during school term times, 52 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions including before and after school. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 216 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 300 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery provides funded early education for three- and four-year-olds. Currently, there are 106 funded places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 57 members of childcare staff. Of these, 43 hold appropriate early years qualifications. Nine staff have higher level qualifications including Early Years Professional Status and Early Years Foundation Degree. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made very welcome at the nursery which provides a caring and supportive environment. Children's safety and welfare is promoted effectively and their individual needs are fully recognised and valued by the staff. Partnerships with parents and partners in the community are positive and promote good relationships. Children are provided with a positive range of learning opportunities which overall support them to make good progress. The management and staff have made significant improvements since the last inspection. There is a clear vision in place for the nursery to continue to improve and build on their achievements through effective self-reflection.

What steps need to be taken to improve provision further?

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

- review the management arrangements around lunch times in the preschool to ensure they run smoothly and more effectively
- extend resources in the area of information and communication technology.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities in regard to safeguarding children. All of the staff's training has been updated to ensure they remain informed about child protection issues. The management team have completed level 2 training in safeguarding. The contact details of the relevant safeguarding support agencies are recorded and shared with the staff. There are effective systems in place to ensure the safety and security of the nursery. The detailed risk assessments cover the premises, outdoors and outings with the children and are reviewed daily by the staff in each of the nursery rooms. The main reception entrance of the nursery has a system for recording all visitors. The policies and procedures are constantly reviewed by the management and staff, as well as shared with parents. The recruitment and selection procedures are robust. These ensure all relevant checks are carried out on new staff and effective systems are in place to monitor their ongoing suitability. Accurate records are maintained on all staff and their relevant disclosure number. The management and staff work very well as a team to ensure there is a clear purpose and vision for the nursery. This is reflected in the improvements made since the last inspection. The nursery has implemented a range of changes to improve the welfare and quality of learning provided for all the children. This includes the recent introduction of assessing children's individual next steps of learning, enhanced nappy changing procedures and increased staffing ratios. There are regular staff meetings and training opportunities. For example, future plans for additional safeguarding and first aid training. There are also opportunities for staff to improve practice through in-house training and for staff to explore recent ideas from the professional courses they attend. The management team and supervisors also evaluate and reflect on their practice which contributes effectively to the nursery's continuous improvement plan.

The nursery provides bright and well-maintained surroundings for the children. The outdoor environment is phenomenal and is set out across a backdrop of acres of rural land. Each room has individual access to the outdoor play area and this is used extensively in all weathers. The high quality resources and equipment promote a balance of natural materials and supports all areas of learning effectively. The good use of space enables the children of all ages to self-select from low shelves and baskets which are labelled to support them in making their choices. Although, the nursery environment is very well resourced, there are areas, such as the technology area, that is not as well equipped. The routines and organisation of the day are generally effective. However, the arrangements during lunch in the pre-school do not fully meet the needs of some children. The present management arrangements around these times do not allow staff to engage sociably with the children. The nursery is pro-active in their support and inclusion of different traditions and celebrations throughout the year. They celebrate all events and include the celebration of different cultures, for example, Chinese New Year, Eid and Dawali.

The partnerships established with parents are good. Additional information has

been implemented to ensure parents know about the food provided each day and the range of activities offered to their children. The key person system enables a consistent contact for them and their children, which further strengthens their relationships with staff. Daily home link dairies are completed for all children to inform parents of their children's day and personal care needs. The children's individual 'All about me' files provide photos and captions for parents of the learning and progress taking place. Ongoing opportunities are offered to enable parents to contribute and share in their children's development. In discussions with parents, they comment very highly on the service and similar comments are stated in the comments book and evaluations. Partnerships with local schools are positive. The transition policy and arrangements are developing well and support a consistent approach to children's ongoing needs as they move onto school.

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

The nursery is exceptionally large and the very effective deployment of staff ensures they support children's overall development effectively. Children are very confident in language skills. They participate fully in story time and show good imagination as they take turns to tell each other their stories. Staff are fully engaged with children at story time and enthusiastically read to children, maintaining their interest throughout. Children show an interest in imaginative play, as they extend the singing session by using role play clothes and perfectly singing a song about the rainbow. The nursery environment throughout all the different play areas support children's learning effectively. The recent introduction of dividing the baby unit into individualised areas works very effectively. The area and resources are easily accessible, supporting children's individual learning and interests. Children are creative, exploring textures, such as shaving foam and construction materials. They paint using their fingers and paint brushes, talking about colours as they do so. They confidently use numbers and mark make. They develop their thinking skills, as they understand what type of clothes are suitable in different types of weather, wearing sun hats and cream for the hot day. They actively take part in group activity games, such as the shape finding walk in the outdoors. Communication and language are fully supported. All children have opportunities to learn about the natural world, they take part in growing their own vegetables and strawberries. The vast outdoor area provides ample opportunities for exploring the natural environment and for activities, such as feeding the chickens. In addition, children go for numerous outings to places of interest, which include nature reserves.

Babies thoroughly enjoy exploring the sounds and textures of the heuristic play objects. They become captivated as they observe themselves in the reflection of the metal utensils and low level mirrors, which gives them a sense of self. They receive good support from staff through reassurance and physical contact, such as cuddles and communication when they require comfort, supporting their emotional well-being. The older children demonstrate good counting skills as they use small world resources, which they also sort by colour and size. The rooms are arranged very effectively to support children's learning and they move around freely to access the attached outdoor play spaces and choose activities. All children are

included and are supported very well by staff.

Observations and assessments of all the children's learning are completed very well. The starting points of individuals are recorded on their development files, demonstrating what they have currently achieved with their learning and development. The information when children first start at the nursery is linked to the early learning framework to begin individual learning profiles. The observations show clearly what children achieve in the different areas of learning. Spontaneous assessments are used effectively to plan possible next steps for children's individual learning. The staff team are confident within the Early Years Framework and ensure children are progressing across the six areas of learning. The staff record, with clear examples for all children, how they are progressing in their learning within the framework. As a result, children are making good progress towards the early learning goals in all areas of learning.

Children are helped to stay safe as they receive gentle reminders to use resources and the outdoors safely. For example, children are reminded of the rules when visiting the area where the chickens are kept. They also understand the importance of playing safely outdoors as they explain why they take turns on the sit and ride bikes. All children are helped to understand the importance of fresh air and exercise with extensive use of the outdoor surroundings and woodland. As well as individual outdoor play areas, there is a purpose built physical play area. This area is used extensively to further develop children's gross physical skills as they use equipment to balance, climb and experiment with their movements. Children eat very healthily. The lunch is freshly prepared by the cook and there is a very good balance of healthy foods, with vegetables for the children to enjoy. Children help at lunchtime, serving drinks and distributing cutlery. Children learn to use cutlery and feed themselves at lunch time, they sit socially, enjoying their meals with growing independence. Snacks of different fresh fruits are available and throughout the day, water is readily available. The children are very confident and happy in the nursery, their behaviour is good, they make choices and learn to become very independent. Overall, the children demonstrate good levels of emotional well-being. This is largely due to the effort made by the dedicated and sensitive staff to build strong relationships which are supportive of children's different feelings and needs.

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