

Rainbow Corner Nursery Ltd

Inspection report for early years provision

Unique reference number	143530
Inspection date	28/07/2009
Inspector	Lilyanne Taylor
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Rainbow Corner Nursery is a privately owned nursery which opened in 1983. It operates from a Victorian house situated in a residential area of central Southsea, Portsmouth. The premises are used solely for the nursery provision and there are two outdoor play areas.

The nursery is registered to provide care for a maximum of 50 children under eight years at any one time; of these all may be in the early years age range. Currently 105 children are on roll all of whom are in the early years age group. Care is also able to be provided for children aged over five years; this provision is registered by Ofsted on the compulsory part of the Childcare register.

There are 14 members of staff employed to work directly with the children; all of whom either hold or are working towards achieving a relevant early years qualification. The nursery supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The operational hours of the nursery are Monday to Friday from 08:00 until 18:00. They are open all year round, closing only on Bank Holidays. Children are able to attend full time or for a variety of sessions.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their learning and development; they confidently explore the welcoming and inclusive environment.

Practitioners recognise and value the uniqueness of each child and work closely with parents and other agencies to ensure all children receive the support they need in order to achieve their full potential. The provision has a positive approach towards continuous improvement which is evident within their ability to involve all staff, parents and children within their self-evaluation processes. Practices to ensure the good health of children is promoted are effectively carried out in most areas of the nursery, and most procedures in place ensure children are kept safe.

What steps need to be taken to improve provision further?

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

- ensure hygiene procedures with regards to eating are implemented in the baby department prior to all snack/meal times to ensure children are fully protected from the spread of germs and/or infection
- continue developing children's records of progress so it is clear to see what the key person is planning in order to progress individual children towards their next steps of learning

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the outdoor area of the premises is made safe and secure (Safeguarding and welfare)

15/08/2009

The leadership and management of the early years provision

The manager provides strong leadership and is well supported by the owner of the nursery; this enables practitioners to work well together as a team with a common sense of purpose to promote good quality care and education for all children. Most of the policies and procedures worked to are effectively carried out in practice in all areas of the nursery.

Written risk assessments for the premises, resources that children access and all outings are in place. Pre-visits that are made to all venues children are taken to ensure all potential hazards are highlighted and where possible removed. Prior to children leaving the nursery for an outing practitioners fill in a form which is retained at the nursery. This includes a statement of the place being visited, the purpose of such visit, staffing arrangements, and children in attendance. Potential risks children may be exposed to while on the premises have been identified; the nursery is in the process of changing the gate which provides access to the main entrance of the grounds of the premises. At the time of inspection final decisions are currently being made to further secure the gate as required.

All practitioners demonstrate a secure knowledge and understanding of safeguarding procedures and of their responsibility to work in partnership with both parents and outside agencies to protect children from harm or neglect. All pre-existing injuries children arrive with are monitored and recorded. In addition parents are requested to sign to state that the entry made is an accurate account of injury.

Robust recruitment and induction procedures and a clear commitment to ongoing training ensure children are well cared for by caring and experienced practitioners. Secure systems are in place to monitor and evaluate most aspects of the provision and to identify priorities for improvement; regular meetings enable practitioners to reflect on the provision and this has a positive effect on the setting as a whole. In response to recommendations raised at the last inspection the action the nursery has taken has improved the safety of children and increased the opportunities parents have to view or discuss their children's progress records.

The nursery works in partnership with parents and carers well to ensure children's individual needs are fully met. Clear information is gathered from parents about their children before they start so that practitioners know their individual interests and needs. As a result children settle readily and feel secure. Good written information and/or verbal feedback ensures parents are informed of their child's care and progress on a daily basis. In addition, parents have the opportunity to view their children's learning journey records at any time and are invited to

contribute to these any achievements they may have noticed their child has made at home. However, at this time a system to ensure these records include what the key person is planning in order to progress children in their next steps of learning is not yet fully developed.

Practitioners have a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and have developed good links with local schools in order to further support children's learning.

The quality and standards of the early years provision

Practitioners have a good knowledge and understanding of how children learn from first-hand experiences and they use questioning effectively to support and extend children's learning. Planning is based on children's interests and abilities, which ensures that every child is challenged and enjoys taking part. Practitioners record each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development.

Practitioners actively work with parents, carers and other agencies to support the needs of children with learning difficulties and/or disabilities to ensure that they are fully included in the life of the setting. Children learn about their own cultures and those of others; practitioners value children's home languages and work closely with parents to ensure cultural diversity is embraced and respected.

Parents and extended family members are welcomed into the setting to share their skills and/or professions with children. As a result, children have opportunities to learn about the role of a policeman, fireman and how a chef makes fruit kebabs. In addition, children gain an awareness of how they can keep safe because the policeman talks to them about road safety, stranger danger and who to call if they need help.

Children's participation in regular emergency evacuation drills of the premises reinforces the importance of responding quickly and safely to possible hazards.

Children explore creativity through a range of art and craft activities; samples of their work are displayed in all areas of the nursery. During activities such as making play dough, children discuss what the ingredients are and use spoons to measure quantity. Children's early writing skills are developing well as they are provided with lots of resources and activities to help develop their small muscle skills.

Children are developing many important learning and development skills which help to set secure foundations for their future learning. Throughout the provision children are developing excellent social skills as they learn about the importance of playing cooperatively as they share resources and remind each other that 'sharing is caring'. Practitioners consistently give children lots of praise as they tell them how helpful they have been and how good their work is. As a result children display good behaviour as they are beginning to understand that being polite and

respectful is valued within the setting.

Children are cared for in a clean and healthy environment. They are learning about how to keep their bodies healthy and enjoy snack times where they are provided with lots of fresh fruit. Children in the pre-school group are currently participating in an oral health programme and clean their teeth after lunch. This practice is to be extended to all other age groups in the near future. Most children are becoming aware that it is good hygiene practice to wash their hands prior to eating snacks and meals. Practitioners are aware of children's individual dietary requirements and any specific needs are catered for.

Children spend time out in the fresh air daily; the outdoor play space is used well as an extension to indoor activities and enables children to develop their learning in all areas. Children enjoy taking responsibility for the watering of the flowers and bulbs they grow in a flower bed which a grandparent built out of decking. They use their imagination while playing in a den they helped to design; they pretend it is a pirate ship or a princess's castle.

Outings children are taken on around the local area provide opportunities for them to visit the local library, canoe lake and parks.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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