

# Rainbow Corner Nursery Ltd

Inspection report for early years provision

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**Unique reference number** 143530  
**Inspection date** 01/03/2010  
**Inspector** Lisa Jane Cupples

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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 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 operational hours of the nursery are Monday to Friday from 8.00am to 6.00pm. The nursery is open all year round, closing only on Bank Holidays. Children are able to attend full time or for a variety of sessions.

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 98 children are on roll, all of whom are in the early years age group. Care is also provided for children aged over five years. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery because staff take the time to get to know the children well. Clear policies and most of the procedures are implemented consistently to ensure all children are supported and continue to make good progress towards the early learning goals. Staff attend training to ensure they continue to update their knowledge and skills, driving development and improvement in the setting for the benefit of the children who attend.

## What steps need to be taken to improve provision further?

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

- further extend the information obtained from parents regarding the children's starting points to include their learning and development to minimise delays in planning to meet their individual needs when they first begin to attend the setting
- ensure children's individual next learning steps are identified and used to inform the curriculum in order for each child's learning journey to take a personal path based on their own interests and experiences and ensure these are regularly shared with parents to enable learning to be continued at home
- develop systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care.

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

All children are safeguarded effectively during their time at the nursery because staff have a good understanding of child protection procedures and know how to implement them. Robust recruitment and vetting procedures ensure that all adults are suitable to work with the children. Full written risk assessments are completed and are reviewed regularly to ensure the play and learning environment for the children is safe and secure at all times. All visitors to the setting are required to sign in and out of the visitor's book, maintaining an accurate record of everyone who comes into contact with the children.

The management have a clear vision for the nursery and are continually developing systems and procedures to monitor the effectiveness of the setting and the outcomes for children. For example, systems have been initiated to ensure the children's progress records are up to date and accurate at all times in all of the base rooms throughout the nursery. Daily routines, staff performance and individual activities are consistently monitored and evaluated to ensure they reflect the care needs of the children. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day. The setting has made progress since the last inspection and has addressed some of the recommendations raised. For example, children in the baby room now wash their hands before snack and meals to help prevent the possible spread of infection.

All children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at a low-level in each of the base rooms to ensure children of all ages and abilities can access the resources independently, promoting their freedom of choice and decision making skills effectively. Equality is promoted well within the setting and staff are skilled at differentiating the activities and experiences so all children can participate fully. They use a range of multicultural resources to learn about other cultures and beliefs and take part in planned topics and themes celebrating festivals, such as Divali, and Chinese New Year. Resources and positive images of ethnicity, gender and disability are displayed around the nursery; promoting the children's opportunities to extend their knowledge and understanding of diversity on a daily basis.

Children's welfare needs are being met throughout the nursery because staff spend time with the parents and record detailed information about their children's daily routines and individual care needs. However, limited information about the children's starting points is obtained from parents with regard to their children's learning and development. As a result, staff are unable to plan for the children's individual learning needs as soon as they begin to attend the nursery. Parents are able to talk to the staff at any time, verbal information about what the children achieve is shared openly, and they have access to their children's records. However, parents do not always receive information about their children's next learning steps to involve them in their children's learning to enable them to extend their learning at home. Some children who attend the nursery also go to other settings who deliver the Early Years Foundation Stage (EYFS). There are currently

no systems in place to share information with the other providers about the children to ensure their progression and continuity of learning and care across all the settings they attend.

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

Staff spend time gathering information about what the children can do through observations and they keep samples of the children's work and achievements in their individual learning journals. However, staff do not always use the wealth of information they gather to identify the children's next learning steps to enable them to fully extend and challenge the children. As a result, children learn through incidental learning opportunities rather than from a planned curriculum designed to reflect their individual needs. Staff do monitor the provision of activities and experiences to ensure the children benefit from a well-balanced programme of events. Children have many opportunities to mark make throughout the nursery and practice their emergent writing skills in a variety of ways. For example, children use chinks, crayons, pencils and paints and take messages in the home corner. Children have access to a wide range of books and handle them correctly. They pretend to read to one another and often predict what will happen next as they look at the pictures. Children count at every opportunity and older children use one to one correspondence to count everyday objects. They recognise numerals during free play and in small group activities such as the post game. Children learn about different materials and explore various textures during activities. For example, children mix shaving foam and baked beans as they talk about the changes in colour and texture. Other children have great fun crawling through shredded paper and listening to the noises it makes as it crumples and scrunches beneath them. Staff introduce new vocabulary and allow the children time to repeat the words as they consolidate their learning. Children use everyday technology and their computer skills are developing well as they use the keyboard and control the mouse with ease and confidence. All staff are enthusiastic and support the children well during activities and continuous play. They ask open-ended questions and encourage the children to figure things out for themselves as they promote their problem-solving skills.

Children learn about keeping themselves safe through discussion, activities and routines. For example, children know they have to pick up resources if they fall on the floor so that other children will not fall and hurt themselves. Children and staff practice regular fire drills to ensure they are all fully aware of the procedures to evacuate the building safely in the event of an emergency. Children are happy and settled throughout the nursery and show they feel comfortable as they chat openly to the staff team and younger children hold out their arms for cuddles and point to resources that they cannot quite reach. Staff sit with the children and participate fully in the activities supporting and encouraging the children with ease. As a result, children are keen and eager to try new activities without fear of failure, which builds their self-esteem effectively. For example, children were keen to experiment with the sensory activity, feeling the shaving foam and baked beans, watching how the mixture changed as other materials were added. Children learn about the importance of healthy eating from an early age as staff talk with them

about the types of food that are good for them and will help them to grow big and strong. Posters and wall charts show pictures of different fruits and vegetables and they are labelled in English and a variety of different languages, helping children to recognise diversity. All children have access to outdoor play areas and have opportunities to reap the benefits of the fresh air every day. They have opportunities to run, jump and climb. They use resources well to develop their spatial awareness and hand to eye coordination.

All children behave exceptionally well because all staff implement the clear rules and boundaries consistently. Consequently, children know exactly what is expected of them and they are keen to please the staff and each other. For example, children help to tidy up the resources for snack time and staff thank the children for their help. Children show consideration for each other as they share and take turns and pass resources and materials to others to help them. Children frequently ask if their peers are happy and check to see if they would like to join in their games. They cooperate during play, sharing ideas and suggestions, taking each other's opinions and views into account. For example, children spend time negotiating characters during role-play scenarios. Staff are positive role models and actively encourage the use of good manners and politeness from an early age. Children are interested in the activities and are fully occupied throughout the day, which has a very positive effect on their behaviour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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