

Rainbow Corner Nursery Ltd

42 Victoria Road North, Southsea, Hampshire, PO5 1PX

Inspection date	17/10/2013
Previous inspection date	01/03/2010

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 plan an interesting programme of activities that are based on children's current interests.
- The staff are experienced and knowledgeable about how children develop and learn and support them well.
- There is an effective key person system that means supportive relationships are built with the children and their families.

It is not yet outstanding because

- Children have set times when they can play outside which does not effectively support those who prefer to be active learners outdoors.
- The organisation of times between sessions and activities are not well organised to prevent children becoming bored.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and both outside play areas.
- The inspector had discussions with several parents as well as staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and complaint records.

Inspector

Jill Steer

Full Report

Information about the setting

Rainbow Corner Nursery is privately owned and first opened in 1983. It operates from a Victorian house in central Southsea, Portsmouth. The premises are used solely for the nursery provision and there are two outdoor play areas. The nursery is open each weekday from 8am to 6pm all year, with the exception of public holidays. Children attend for a variety of sessions.

There are currently 70 children aged from birth to under five years on roll. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 14 members of staff who work directly with the children, the majority hold appropriate early years qualifications to National Vocational Qualification level 3, two to National Vocational Qualification level 2 and there is a nursery apprentice. The manager has a relevant level 4 qualification. The nursery provides funded free early education for two-, three- and four-year-olds'.

What the setting needs to do to improve further

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

- improve the organisation of daily routines so children are engaged at all times
- increase opportunities for children to choose when they play outside

Inspection judgements

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

Children spend a lot of time choosing what they want to do. Staff encourage this so children are interested and engaged in the activities. Whatever children are interested in each day, the staff include in the planning for the following day and week. This helps staff extend children's learning as well as supporting them as they play. For example, when children concentrate on fitting the roof on a garage, staff help them construct a ramp for the cars to roll down. They work out how to position a cardboard box and planks so the cars can roll down when they have got their petrol. Children have many opportunities to count and begin to recognise numbers. They greatly enjoy number rhymes and singing, with staff helping them hold up the right number of fingers. Older children play games that involve looking at the numbers, counting and subtracting, as the bird puppet flies

down and one by one takes away a number worm. Staff encourage children to enjoy stories and rhymes in preparation for reading. They make games and act out the story using face masks. For example, some children walk over a bridge as the troll jumps out to stop them.

Staff assess what children can do when they start and regularly review their progress. They use guidance to gauge their rate and level of achievement so intervention can be put in place if needed. When children reach the age of two years they are assessed against the prime areas of learning. Staff decide the most suitable time for this for each child so the findings reflect their ability. Any gaps in areas of children's learning are highlighted so staff can offer early support for them to catch up. Staff are knowledgeable about how children learn and what to provide at each stage. For example, babies enjoy lots of interaction with staff who are gentle and adaptable. However frequently babies lose interest in the current activity, staff quickly move to something else. For example, they hold babies so they can move their legs and kick some hanging toys, touching their legs with them for encouragement. When this becomes tedious for the babies staff move them to a soft play ring where they can try to pull themselves upright. However, for some of the older children there are times between activities when they have to wait just a bit too long. They become distracted and bored as they have nothing to do for some minutes. Most children enjoy playing outside. They happily run around, getting balls into car tyres and chasing each other. Staff support and encourage them by suggesting the person who has to find where the others have hidden waits and counts first to give them time. Children show they have made good friends as they link arms and stroll around giggling together. However, children cannot always choose when they go outside to play which does not effectively support those who prefer to be active as they learn.

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

Children are helped to settle in the nursery by their key person. Babies in particular are cared for by the same person initially to establish a caring bond with someone who knows their routine. Staff work closely with the parents of babies so their rapid development is monitored and their care updated accordingly. Staff develop fond relationships that support the children well throughout their time with them. Children move on to the next group all together so they stay with their friends and key staff which strengthens their relationships and helps children feel secure. As children prepare to move on to school they are visited by their teachers so they meet in familiar surroundings. They go and visit the school so they see the classrooms and how different it is to nursery, so children can talk about it with staff and raise any concerns they may have. Staff encourage children to behave well and use games to help with sharing and turn taking. Staff role model being polite and spend a lot of time on the floor so they are talking to children at their eye level. Resources in each room are suitable for the age of children in there and are stored to encourage independence. For the younger children resources are in open containers so they can see what is there and choose. For older children the resources are in containers so they learn to recognise and identify the contents by the label. Each room is laid out into areas of learning which are suitably resourced and children can find what they need there.

Children bring their own food from home to eat at lunch time so their individual dietary needs are correctly met. Some have food that staff warm for them such as soup or pasta and they all sit together to eat. Staff take the opportunity to talk about the food and how they need to eat to grow and children say if they don't eat they will stay small. After eating children brush their teeth to the tooth brushing song so they learn about dental hygiene as part of their daily routine. Daily opportunities for children to play outside mean they get fresh air and exercise, running and climbing to develop their physical skills. Staff guide children on playing safely indoors and out. They remind them how to use and carry resources safely so no-one gets hurt. Children know from the rules that they should not run indoors and that they should close the gate at the indoor steps so no-one falls down them.

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

Children are kept safe in the setting as staff complete risk assessments that identify any hazards or deterioration to the premises. These are well maintained and in good condition having been recently decorated and refurbished so the children are in a safe environment. The manager ensures that there are always sufficient staff caring for the children, monitoring adult to child ratios effectively and deploying staff well. All newly recruited staff have a full induction so they are familiar with the setting's policies and procedures, such as, safeguarding. They know the possible signs that might indicate a child is at risk and how to report their concerns to protect children's welfare. Staff are vetted and know they must report anything that may affect their suitability to work with children. There are clear guidelines for staff conduct around children such wearing their uniform clothes so they are well presented and recognisable, and not smoking near the nursery. Staff know they must behave professionally at all times including in their relationships with parents. They value the partnership they have with parents and work closely with them to support the children. Care routines and learning progress is regularly discussed with parents of each child so they are working together to meet the child's needs. Any complaints from parents are thoroughly investigated and used as part of the evaluation of the provision. For example, reviewing and extension of policies and procedures takes place to further underpin the good practice of staff. The nursery team have good partnerships with other professionals involved with the children and their families so they all support them well. For example, they share and compare details of children's learning progress with other settings children attend and work with speech and language therapists to help children with their communication and language skills.

Staff are well supported by the management who monitor their performance well. The manager regularly observes staff practice and their interaction with children and meets with them both individually and as a team. This enables management to accurately guide them towards the most appropriate training needs for their individual professional development and strengthen the team knowledge and skills. Staff and parents are involved in the evaluation process of the nursery as their views are valued by the management. They review their practise to identify key strengths and target areas for improvement that will impact positively on the care of the children. The management

monitor the planning and learning outcomes for children to make sure they continue to meet their needs, comply with requirements and provide a quality care and learning experience for all babies and children.

The Childcare Register

The requirements for the compulsory 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	143530
Local authority	Portsmouth
Inspection number	939023
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	70
Name of provider	Rainbow Corner Nursery School Limited
Date of previous inspection	01/03/2010
Telephone number	02392 824538

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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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