

# Rainbow House Nursery Ltd

Inspection report for early years provision

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EY335317

**Inspection date**

02/12/2009

**Inspector**

Kelly Eyre

**Setting address**

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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*.

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## Description of the setting

Rainbow House Nursery was registered in 2006 and is one of two nurseries run by Rainbow House Nurseries Ltd. It operates from a former community building in the village of Wheathampstead, Hertfordshire. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open each weekday for 50 weeks of the year and sessions are from 8am to 6pm. The setting is registered on the Early Years Register to provide 56 places and there are currently 84 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as local nurseries and the early years unit of the local primary school. The setting currently supports a number of children with special educational needs and/or disabilities.

There are 18 staff members. Of these, 12 hold relevant childcare qualifications and six are currently working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery's commitment to recognising each child as an individual ensures that all children are nurtured and respected and they develop a positive sense of self. Children make excellent progress and are offered appropriate support so that they are fully included and gain the maximum benefit from all activities and opportunities. The owner and staff meticulously evaluate every area of the setting, ensuring that they build a comprehensive overview of their strengths and weaknesses. They implement practical action plans, enabling them to provide a service which is highly responsive to the needs of all children. Further key strengths are the caring, committed staff who confidently use excellent assessment and planning procedures to ensure that children are offered an extensive range of activities. Highly effective partnerships with parents, carers and other agencies ensure that individual children's needs are met and their protection assured.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the procedures at snack time to offer children additional opportunities to increase their independence.

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

Children's well-being is significantly enhanced and their welfare promoted as there are highly effective safeguarding procedures. For example, training relating to safeguarding children is frequently updated and there are stringent procedures to ensure that staff are suitable to work with children. Thorough risk assessments and daily checks mean that hazards are minimised and children's safety is promoted. Children demonstrate an excellent awareness of safety issues. For example, they learn how to use tools and equipment safely. Comprehensive policies are implemented consistently and robustly, meaning that the environment is safe and secure. Children's behaviours demonstrate that they feel safe, as they confidently move around the setting, independently selecting resources and approaching staff for help or to include them in their play.

The owner and senior staff demonstrate a genuine enthusiasm for their work and are successful in inspiring all staff to set and maintain high standards. Extensive monitoring and evaluation enable the setting to develop exceptionally well-targeted action plans. These are based on feedback from staff, parents and children and mean that changes are clearly prioritised and lead to improvements in the outcomes for children. For example, recent improvements include the redevelopment of the outdoor play areas, thus offering children an extended range of opportunities and experiences. The setting places the promotion of equality of opportunity at the centre of its work and staff are well trained to ensure they fully understand this area. They pay close attention to understanding each child's background and needs, actively utilising this information when planning activities. Staff are caring, well supported and show a genuine enjoyment of their work. This creates a highly positive environment, where children are happy, secure and confident. All resources are used exceptionally well and staff are always deployed appropriately to support children's learning and development.

Staff are committed to developing and maintaining excellent partnerships with parents and carers. The well considered and highly inclusive forms of communication ensure that there are productive partnerships and parents are exceptionally well informed of their children's progress and activities. For example, there are regular newsletters, meetings with key workers, open evenings and informative displays throughout the nursery. Staff provide precise information about ways in which parents and carers can support their child's learning. The setting also has excellent procedures for liaising with other professionals. For example, they have forged links with local schools so that they are able to prepare children for this transition.

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

The exceptional planning means that children are offered rich, varied and imaginative experiences that reflect their individual needs and ensure that they make excellent progress. This is underpinned by highly practical assessment

procedures that enable staff to include each child's needs in the daily planning. Staff are exceptionally skilled in encouraging children to initiate their play, whilst offering them sensitive support and encouragement. This promotes children's confidence and they are eager to explore and are active in their own learning. All activities are adapted, offer appropriate challenge and ensure that all children are included. For example, an activity to make Christmas decorations is transformed as some of the children decide to make paper aeroplanes; staff encourage them to experiment with different methods, going on to discuss the speed of real aeroplanes and comparing these to the slow flight of hot air balloons.

Comprehensive systems for exchanging information ensure that staff are fully aware of children's routines and preferences, actively using this information to inform activities and routines. For example, babies sleep, feed and play according to their established home routines. Children's play and activities are extended because staff always participate at an appropriate level. For example, when young children show a staff member the model birthday cakes they have made, they are encouraged to talk about these and then join in as the staff member sings 'happy birthday'. Children's play is enhanced as staff skilfully capture their interest. For example, a small group of young children choose books and sit together for a story; they are captivated as the staff member sings associated songs and encourages the children to point to the relevant illustrations.

The thoughtful storage of resources means that children are able to make independent choices and are inspired to explore and be creative. For example, older children explore an extensive range of junk modelling materials; they talk happily together as they select their resources and find the best way to join these. The attention to detail in each room helps children to feel welcome and motivated. There are numerous displays, mobiles and examples of children's work, with a range of music often playing in the background. Babies fall asleep whilst watching mobiles and gentle lights, and young children often notice the background music and spontaneously join in by singing or moving in time to the music. This attention to detail and the full involvement of the children also means that resources are well used. For example, older children decide the theme for their role play room, working with staff to transform this into a construction site; they become engrossed in their play as they access resources such as sand, a digger and wheelbarrows. Children's independent choice is further promoted as they choose their resources and adapt them. For example, children explore a mathematical game with weighing scales, then transform this into a play kitchen, gathering resources such as saucepans and serving dishes from around the room.

Children's development is promoted as staff make optimum use of their individual interests when planning activities. For example, when children showed an interest in spiders they were offered opportunities to look at live spiders, draw spiders on a sandy floor and count the legs, and move like spiders, discussing the difference between fast and slow movements. The very good use of outdoor facilities means that children are offered a wide variety of additional experiences. For example, they sit quietly in the book garden or explore the textures, sounds and scents in the sensory garden. The good planning means that children are encouraged to explore and experiment, gaining valuable skills for the future. For example, they look at a bamboo, a pine cone and a flower and describe what they see, talking

about size, shape, colour and texture and going on to paint their own still life pictures of these.

Children gain a very good awareness of the relevance of a wide range of health practices. For example, they can explain why they wash their hands before eating and clean their teeth after lunch. However, the procedures at snack time do not fully maximise the opportunities to promote their independence. Children's behaviour is exemplary and they are gaining an excellent understanding of right and wrong. Staff act as excellent role models, remaining calm, consistent, polite and fair. Children respond positively to this, showing great care and concern for each other. The excellent procedures for working with parents and others mean that children who speak English as an additional language or who have special educational needs and/or disabilities are consistently offered highly appropriate support. Children's self-esteem is promoted because their conversations and contributions are genuinely valued. For example, older children meet twice a day to discuss what they have been doing; all children show great respect as they listen to each other and make their own contribution to these discussions.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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