

Rainbow Smiles

117 Rosendale Road, LONDON, SE21 8HE

Inspection date	17/12/2012
Previous inspection date	24/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children's well-being and good health is well supported through healthy snacks, home cooked meals and fresh water available daily.
- Children show high levels of independence, curiosity and imagination and have good relationships with practitioners.
- Children enjoy playing in the well-resourced outdoor area, which helps them develop good physical skills and enjoy daily fresh air.
- Clear key person systems enable staff to form good relationships with their key children and support their learning and development well.

It is not yet outstanding because

- Children are not supported to fully understand the impact of their behaviour on others.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector undertook a joint observation with the manager.
- The inspector looked at a sample of documents including development plans, a sample of children's development records and the nursery's parent portal.
- The inspector talked with some staff and had discussions with the manager.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.

Inspector

Sue Mann

Full Report

Information about the setting

Rainbow Smiles Day Nursery registered in 2008 and is privately owned by an individual. It operates from a detached three story converted house located on a residential road in West Dulwich, which is within the London borough of Lambeth. Children are accommodated in rooms for their age and have access to a secure garden area. There are also suitable toilet, office and kitchen facilities. The nursery is open each weekday from

7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll who are within the early years age range. The setting currently supports a number of children who speak English as an additional language and children who have learning and/or physical difficulties. The setting employs 15 members of staff that work directly with the children, all of whom hold appropriate early years qualifications to at least level 2. A number of practitioners are currently working towards higher early years qualifications, including one member of staff who is studying to achieve Early Years Practitioner Status.

What the setting needs to do to improve further

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

- help young children to recognise when their actions hurt others by providing books, stories and puppets to model acceptable behaviour.

Inspection judgements

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

Children benefit from a good range of resources in all the rooms. This provides the children with interesting and varied activities. Children enjoy using interactive white boards to learn their colours, numbers and letters and sounds. Large role play areas encourage children to develop their imaginative skills as they put the dolls to bed and make the tea. Children enjoy a range of construction resources from which they build structures, which helps them develop their problem solving skills as they search for a piece that will fit the space they have made. Staff promote children's language development through circle times and reading stories. This means that children are generally within their developmental milestones for their language development. Children that are identified as having speech delays are supported by external professionals and through one-to-one support from their key person.

Staff have good systems in place to ensure that information about children's starting points and individual needs is gathered. This is used to plan appropriate activities based on children's interests which ensures that staff are able to meet each child's needs and that children make good progress in relation to their starting points. Staff undertake regular and evaluative observations of children, which they use effectively to support all children to reach their full potential. This means that children are prepared for the next stage in their learning or transition to school.

Children have opportunities to learn about difference and diversity, as they celebrate cultural festivals and enjoy tasting new foods. Books, puzzles and dressing up clothes help to support children's understanding of the world further. Children enjoy playing in the outdoor play area, which is well equipped to provide children with a range of physical challenges. Areas have been created to allow children to enjoy drawing and writing and , role-play outside. They also develop their physical skills such as climbing or peddling bicycle. An artificial surface laid down ensures that children are able to enjoy fresh air and physical play daily, which supports their well-being and good health.

Children enjoy playing in the bright airy rooms that are separated into different areas, such as the caret area and the messy play area. Children are able to freely choose from a good range of resources from low-level shelving units that are located in all the rooms. Staff ensure that they celebrate the children's art work through the many wall displays in all the rooms.

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

Children benefit from good settling in procedures, which are based around their individual needs. This helps to support them in the transition between home and the nursery. The key person system helps staff meet the individual needs of all the children who attend. Practitioners work alongside the parents to ensure that continuity of care routines is maintained. Children are therefore, happy, settled and feel safe. Babies' emotional development is promoted as they make secure, trusting relationships with staff. For example, babies put their arms up for cuddles when their key person is close, which ensures their emotional needs are met. Overall, a behaviour policy ensures that children are helped to understand how to behave well within the setting. However, young children are not fully supported to solve their difficulties when it comes to sharing and turn taking which can result in instances of unwanted behaviour. Staff do not always explain to children the impact their behaviour may have on others. This means that they are not always aware of the feelings and emotions of others.

Children are able to develop a good understanding of the importance of a healthy diet, as all food provided is healthy, balance and nutritious. A qualified chef is employed by the nursery, which means that all food is home cooked and balanced. Children tuck into a tasty lunch of tuna pasta, served with fresh vegetables and homemade bread. Older children are able to develop their independence as they serve themselves from the serving bowls placed on the tables and access fresh drinking water when they feel thirsty.

Children have regular opportunities to learn how to protect themselves in the event of an emergency as they practise regular fire drills. Comprehensive daily checks ensure that the environment is safe for children to play in. Any problems that the daily checks find are logged and dealt with by management. The nursery has a buzzer system and camera entry system, which ensures that entry to the nursery, is monitored. The nursery also has a close circuit television system in place, which ensures that the children and staff are

protected.

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

All staff have attended safeguarding training which helps to ensure that they know what to do should they have a concern about a child. A nominated member of staff ensures that all staff are aware of any changes to policy or practice regarding safeguarding. The nursery has a good range of policies and procedures in place, which they review regularly to ensure that they are up-to-date with current legislation. Staff maintain records of children's observations in order to continually monitor children's development and progress towards the early learning goals. Therefore, children make good progress in relation to their starting points.

Self-assessment by the manager and staff team identifies areas for development, such as improved communication methods for parents to be able to see what their children are doing and achieving at nursery. The views of the parents and carers are also collected through questionnaires, but due to low return rate, management are looking into alternative ways to gain the views of the parents and carers.

Staff have good opportunities for career development. Management encourage staff through staff appraisals to further their qualifications. For example, one member of staff is currently completing her Early Years Professional Status. Monitoring of staff performance also ensures that practises are consistent and supports practitioners who are underperforming.

Staff have formed good partnerships with parents. Feedback written on the parent forum demonstrates the parent's happiness with the nursery and the care tier children receive. Daily verbal and written feedback enables parents to be kept informed of their children's development, activities and achievements during their time at the nursery. Communication books located in each room ensures that any information passed from the parents about individual children is shared with all practitioners in the room. This means that all staff can support all children's needs effectively. Parents also receive regular updates through newsletters from the nursery, which ensures that they are kept informed of any special events, activities and general communications.

The staff have developed good links with local professionals, including their early years advisor and also speech and language specialists. This enables staff to support children who have additional special needs and/or disabilities and help them to make good progress in relation to their starting points. Links with local schools are in their early stages, as the nursery has found that not all local schools are approachable. The nursery ensures that they provide every setting that children move onto with a full report detailing each child's learning and development progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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. 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	EY366613
Local authority	Lambeth
Inspection number	893863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	52
Name of provider	Rainbow Smiles Ltd
Date of previous inspection	24/05/2011
Telephone number	0208 655 7000

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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 that are usually their 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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