

Rainbow Smiles

Inspection report for early years provision

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Inspection date	24/05/2011
Inspector	Rebecca Hurst

Setting address	117 Rosendale Road, LONDON, SE21 8HE
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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 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. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery provides day care for 45 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register.

The nursery is close to local amenities with transport links. 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 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 23 members of staff that work directly with the children. They also have two staff that cover lunch time duties. Of these, 16 hold appropriate early years qualifications, the rest are working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skill helps to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Staff have a good working knowledge of the policies and procedures to enable them to support and protect children. The provider understands the importance of evaluating the provision to improve the services provided to the children and to the parents. Currently differentiation is not recorded on planning and dates are not consistently recorded on the observations. Fire drills are currently not recorded.

What steps need to be taken to improve provision further?

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

- clearly record differentiation for more and less able children in the focus activities, and ensure all observations are clearly dated, to bring about best possible outcomes for all children
- consider ways to fully enhance the development of children's independence skills during meal times
- record the details in a fire log of any problems encountered and how they

were resolved.

The effectiveness of leadership and management of the early years provision

The staff have a good working knowledge of the nursery's policies and procedures. They have a good understanding of child protection and how to safeguard the children in their care. Risk assessments and daily safety checks ensure the children are being cared for in a safe environment. Fire drills are carried out, however, currently these are not recorded. As a result, there are missed opportunities to ensure any actions raised from the fire drills are actioned. Staff supervise the children well when moving between the rooms and the outside areas. This all ensures the children are kept safe while in the setting.

Resources are deployed well to enhance the children's burgeoning independence skills. Children learn about the wider world around them by the well planned activities and the resources they have access to. Children learn about different festivals and celebrations from around the world and the chef ensures the children have meals from around the world. Staff have some opportunities to attend training sessions to update their knowledge and skills regarding childcare.

The nursery works well with parents and ensures they are a part of the children's education by using observations from home and using the comments made by the parents on the children's individual learning plans. The staff work with the outside agencies involved in the care of the children and ensure there is a continuity of care for the children. The provider has worked with the parents and the staff to complete the nursery's self-evaluation form. The provider is able to highlight the areas of improvement and some areas of strengths within the nursery.

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

Children are happy and settled at the nursery. They are supported well by knowledgeable staff who plan for the children's individual needs. Observations are well written and used to support the planning to meet the children's learning and development. However, dates are not consistently completed on these, and as a result, it is not clear when some of the learning achievements took place. There are missed opportunities to stretch the children's learning as differentiation is not currently recorded on the planning. All areas of learning are covered by the activities that are being provided by the staff, which ensures the children are progressing well with their development and learning.

The excellent use of open-ended questions by the staff is a key strength in the nursery and aids the development of the children's skills for the future. The older children enjoy using the nursery's computer and all rooms have access to an interactive whiteboard. This further enhances these skills. All of the staff are consistent in their approach to behaviour management. Given the children's ages

and stages of development they are well behaved.

The chef is also a key strength, changing menus to ensure the dietary requirements of the children are being fully met. Freshly baked bread is served daily to the children and they have meals which contain seasonal produce. All sauces and meals are homemade so the chef is fully aware of what is going into them to ensure the children with allergies are able to have all of the meals. There are missed opportunities at meal times to fully enhance the children's independence skills as the staff serve the meals to the children. Children are protected from cross infection and contamination due to the good hygiene procedures that are in place.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met