



Rainbow Nursery

Inspection report for early years provision

Unique Reference Number	127486
Inspection date	21 September 2006
Inspector	Jackie Liffen
Setting Address	St Marks Hall, Birling Road,, Tunbridge Wells, Kent, TN2 5LX
Telephone number	01892 516677
E-mail	lorraineevans@btconnect.com
Registered person	Lorraine Evans, David Evans and Tina Hallett
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Rainbow Nursery is one of two nurseries run by a partnership. It opened in 1991 and operates from three rooms in a church hall. It is situated on the outskirts of Tunbridge Wells. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round except on public holidays. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from two to five years on roll. Of these, 22 children receive funding for early education. Children come from a wide catchment area. The nursery supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally protected from infection because staff take precautions to ensure that all the areas that children use are clean. Staff are well versed in hygiene arrangements and use anti-bacterial cleanser and colour-coded cloths to ensure that children do not suffer from the spread of germs. However, some children are not attracted to some of the toys and soft furnishings, which are not so fresh and appealing. Children are beginning to learn about simple good health and hygiene practices when they sing together about soap and bubbles washing the germs away, and then visit the cloakroom to wash their hands before eating their lunch. Children take part in regular physical activity outdoors where the staff provide a varied number of activities such as ride-ons, climbing apparatus, hoops and balls. They especially enjoy a whole group activity with a parachute. Although the group have an effective administration of medicines policy, some old medicines are stored in an available cabinet which causes confusion to some staff.

Children are learning about healthy eating when they look at the posters displayed in the snack corner to help them recognise different types of food on offer. They are well nourished because the group advise parents on how to fill lunch boxes. They sometimes provide healthy snacks such as fruit and raw vegetables. Children have their dietary needs met by staff who ensure that they are familiar with each child's special requirement or allergy. Children enjoy joining in cookery activities when they begin to learn about the constituents of certain food and the importance of eating sustaining meals. They are becoming independent as they help themselves to water at any time from the small, appropriate water dispenser which is easily reached.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in welcoming, child-friendly premises where staff work hard to improve their security by undertaking a daily risk assessment and using a number of safety strategies. For example, they ensure that children cannot exit the premises unaided, enter the kitchen, reach the electrical sockets or hurt themselves on the radiators. Staff stimulate children's curiosity, whilst maintaining their security, by dividing the hall into separate activity areas. However, some children are not becoming independent in their own personal care because the toilet facilities are in a poor condition. The group provides a wide variety of age-appropriate furniture, toys and activities which children easily access. They ensure that children become familiar with fire drills, and understand the dangers, by practising procedures on a regular basis. Children are protected by staff who ensure that their knowledge of safeguarding children is up to date by undertaking relevant training. Most of them understand how to safeguard children's welfare by putting the detailed policy into practice.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Some children exuberantly enter the setting, excitedly visiting the activities on offer before stopping to play in the new imaginative pirate boat. Younger children take longer to settle, but gradually gain in confidence until they start to explore the properties of familiar and comfortable media such as playdough and water. Some of them quickly become competent in routine activities such as filling a beaker without spilling any liquid, but staff do not always notice. However, children's independence is increased at the snack bar where the staff encourage them to choose and fetch food themselves, for example most of them use the cereal dispenser with ease. Children spend a great deal of time investigating and finding out how things work without adult pressure. They are involved in a very broad range of activities which are presented in different sections of the hall. Children are beginning to gain self-assurance as they recognise familiar, classical music that prompts them to start clearing up; staff recognise their efforts by offering positive reinforcement and praise. Children learn very quickly to share and take turns. For example a three year old spends a great deal of time exploring space and matter by putting large bricks into a dumper truck; he is joined by another child who adds shapes onto the actual truck so that they play happily alongside each other. Children benefit from joining in whole group activities such as playing with the parachute. They are beginning to understand expectations, initiate conversations and have regard for others. For example three children stand at a table drawing with coloured pencils, one child is seeking a particular colour and another helps him to find it.

Staff are well versed in the needs of children aged from birth to three and adapt various activities such as technological toys to suit them. Younger children who are new to the setting slowly adapt and become more confident as they are allowed to pace themselves and explore in their own time.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a good knowledge of the Foundation Stage framework but miss some opportunities to consolidate children's experimental learning, for example by naming art work and extending spontaneous play. Staff use a complicated method of recording children's achievements and charting their progress which covers all the learning outcomes, but are not following detailed daily plans to facilitate and consolidate learning in all areas. However, children benefit a great deal from the relaxed atmosphere within the group which is reinforced by the friendly, caring approach that staff take.

Children are becoming interested and motivated to learn as they visit the large range of activities on offer. They often play co-operatively and are confident to try new activities and speak in a familiar group. Most children form very good relationships with their peers and with adults within the setting. Children interact and talk spontaneously when sitting at tables with their peers or playing co-operatively on the floor. They are beginning to recognise phonics because staff introduce particular aspects during each session. Children have plenty of opportunities to explore the world about us, via play and their interaction with adults. They often spend periods of time examining the properties of different materials and also enjoy imaginative play

with pretend computers, telephones, and tills. Children derive a great deal of enjoyment when helping with gardening and work hard to produce a colourful, welcoming display of plants and ornaments. They are learning through play when they join in familiar rhymes and songs. Children's creative ability is enhanced when they spontaneously burst into song or freely create artwork from the materials available to them. Children are beginning to count well and relate numbers to objects; they are helped to recognise figures by participating in various games and activities introduced by staff. For example, children tell a member of staff what the numbers are on the sponge shapes that they use for printing. They are beginning to recognise shapes during their play with bricks and construction materials. Children are also becoming familiar with snippets of classical music particularly when the door bell chimes or when music is played to prompt their clearing up time. Their fine manipulative skills are frequently enhanced within the setting and their physical ability is stretched during daily exercise outside when they use apparatus and toys such as the climbing frame, wheeled toys, a parachute, balls and hoops.

Helping children make a positive contribution

The provision is satisfactory.

All children are valued, respected and included at the group where staff give children equal respect and concern. Children are beginning to assimilate an awareness of the diverse nature of society through their play using resources such as books, dolls and puzzles, although pictures and posters on the wall are minimal. Children are put into family groups and their key workers make notes of any achievements or problems. Some children have their special needs met by staff who become aware of how to care for them by liaising closely with parents. However, the group is not meeting its physical policy regarding the provision and some children's independence is hampered because of the restricted facilities. Children are gradually becoming aware of their own needs and are helped to work harmoniously. They are well occupied and most of them happily work alongside each other, acknowledging the need to take turns and share. Minor squabbles are dealt with effectively by staff who talk to children at their level so that their understanding of the situation is promoted.

Partnership with parents is satisfactory and parents are pleased with the nursery where children have the freedom to learn through play and do things at their own pace. Parents are aware of how to make a complaint and appreciate speaking with staff at the end of each session regarding their children's welfare. However, although the group provide a great deal of useful information for parents regarding the care of their children, some funded children are not benefiting from close home/setting liaison because parents are not regularly informed about their children's progress through the stepping stones.

Overall children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children's security and development is improved because staff have a commitment to continual improvement and seek advice from Kent Early Years and Development Partnership. The leadership and management of the nursery contributes to children's progress towards the early

learning goals because the proprietor ensures that all staff become familiar with the Foundation Stage framework and that detailed procedures are in place for appointing and training staff. She checks that vetting procedures are robust enough to ensure that children's welfare is safeguarded. Staff positively support children's care, learning and play by ensuring most of the policies are put into practice effectively, for instance they record the time children enter and leave the setting. The group have excellent arrangements to protect children whilst visitors are present; these also ensure that all adults are aware of the health and safety policy of the group. Generally, although two of the written policies are out of date, the group have well-written, detailed documentation which helps to protect children's security and well being; this is confidentially stored, together with children's records, in a lockable filing cabinet.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to amend the child protection policy to include procedures to be followed if an allegation is made about a member of staff. The procedure now contains this information. The group were asked to ensure that the temperature of the radiators that children access do not pose a safety hazard. Staff now control the temperature of the radiators by using a thermostat on the boiler, so that children are protected. They were also asked to write a policy and procedure for appointing and vetting new staff. This is now in place.

The provider was given the following actions in order to promote children's welfare: 'investigate the possibility of providing suitable staff facilities; investigate the enhancement of nappy changing facilities; ensure that drains do not present a health/safety problem; ensure that sickness and no smoking policies are complete and up-to-date'. She has addressed all these issues and continues to investigate ways of improving the services and accommodation so that children's health and independence are fostered.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all toys are attractive to young children
- revise procedures for the storage of medicines
- ensure that all toilet facilities are fit for the purpose
- monitor children's activities closely so that opportunities are not missed to further their learning
- consider how to extend children's awareness of equal opportunities
- ensure all policies are up to date and are implemented.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make the daily plans more clearly link into the different areas of learning
- consider how to involve parents further in the care and education of their children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk