



Rainbow Nursery and After School Club

Inspection report for early years provision

Unique Reference Number	EY282940
Inspection date	29 September 2006
Inspector	Eileen Rochford
Setting Address	Rock Road, Middlestone Moor, County Durham, DL16 7DA
Telephone number	01388 815815
E-mail	rainbow-nursery@btconnect.com
Registered person	Rainbow Nursery (Middlestone Moor) Ltd
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rainbow Nursery has been registered since March 2004 and operates from four rooms within a building adjacent to the primary school. A maximum of 78 children may attend at any one time. The group offers full day care for children aged birth to five years, with an out of school club operating for children aged five years to under eight years before and after school, and during the school holidays. The group is open each weekday from 08.00 to 17.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 160 children on the roll up to 14 years of age, of these, 31 children receive funding for nursery education. The nursery currently supports children with learning difficulties and/or disabilities (LDD) and also children who have English as an additional language.

The nursery employs 22 members of staff. Of these, 18 hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children throughout the setting thrive because of the good interaction with staff and the positive role models they provide. Older children are becoming increasingly independent in their personal care, for instance when accessing the toilet with and without staff support. Their understanding of hygiene is demonstrated as they wash their hands after toileting, before eating snacks and meals. Children independently access liquid soap and access the 'blow' hand dryer. This alerts children to the issues of cross infection and how to prevent it.

Children are offered a balanced diet. Meals are served to all children in a social setting, encouraging them to develop social skills. All children are encouraged to use cutlery appropriate to their age, with staff offering support and encouragement. Children are offered a drink of water with snacks, and meals. However, children are not encouraged to develop independence. In the Out of School club children's meals are served to them. This could be developed to encourage independence and more free choice. They take ownership for setting and clearing tables for meals and are aware of the importance of good hygiene issues, through cleaning surfaces. Children are able to access water throughout the day, with water coolers available for older children, and staff monitoring fluid intakes for younger children.

Children enjoy a wide range of physical activities within both the indoor and outdoor areas, including a range of balancing beams, climbing and natural resources. They develop confidence in their physical skills as they use the equipment, moving and negotiating space well. For example older children build a balancing beam and help younger children negotiate 'walking the plank'. Children discuss physical activities available and make their preferred choice, which is supported by staff. Older children are beginning to understand the impact of exercise on their bodies. They are aware of the need to drink more water after running and talk about water helping to 'make your brain work'. Within the out of school club children discuss the effect of exercise on their bodies and the need for a rest after school before playing football.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, warm and welcoming environment, which is very effectively organised with well defined areas for play for children of all ages. The premises are made welcoming with attractive displays of children's work, giving them ownership of the environment. Equipment within the setting meets the needs of the range of children attending. For example, there is large furniture within the out of school club, with smaller furniture within the areas used by children up to school age, and appropriate furniture and furnishing for the youngest children. Children enthusiastically select their own toys and equipment from clearly labelled boxes which are stored at children's level. This encourages children to develop their

independence. Staff promote children's understanding of their environment through outings within the local community and through visitors to the group.

All safety issues are addressed and there are very good procedures in place to ensure children are safeguarded at all times. For example, risk assessments are undertaken within the setting and prior to outings. Staff are effectively deployed to monitor children's safety at all times. Within the rooms for the youngest children, staff are alert to the importance of monitoring equipment. For example, ensuring that toys do not contain small pieces and are regularly sterilised. Routines develop children's understanding regarding their own safety, such as they understand that they need to tidy equipment from the floor to ensure others do not fall over. Older children are very aware of safety throughout the setting. For example, they talk about ensuring floors are kept clear and that equipment is stored safely to prevent falls and trips. Staff ensure that at all times the youngest children in the setting are protected from harm. Within the Out of School Club, staff develop children's understanding of road safety, for instance, all children wear reflective vests when walking to and from school. Children understand why these must be worn and the importance of this.

Children are well protected from possible abuse or neglect. Staff have attended child protection training and show a good understanding of the procedure to follow should they have any concerns. They are clear about the signs and symptoms to look out for and the records they must keep.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time in the group. They are settled, happy and confident because staff are welcoming and give them lots of attention. They benefit from very sound relationships with staff and their peers, which increases their sense of trust. They are confident communicators using a variety of methods, both verbally and through body language. Children happily play together throughout the setting, sharing and taking turns, with older children supporting younger children in their play. For example, older children organise games and ensure younger children are included and supported. Staff are implementing the 'Birth to three matters' framework across the whole setting. The older children in the Out of School Club are taking ownership of their own planning. Staff have a very sound understanding of planning for the various age ranges and plan accordingly. Staff use assessments to inform this planning. Assessments are completed on all children, however, these should be dated to create an accurate picture of children's development.

The rich stimulating environment provided within the group allows children to experience a wealth of activities and so develop a breadth of skills. Space within areas for all children are very well organised, taking into consideration the needs of the children within that particular group. Staff make exceptional use of both the indoor and outdoor areas. Children are able to move freely between all areas, accessing activities which are appropriate to their needs. Older children help and support younger children. For example, they encourage younger children to take part in balancing activities, demonstrating patience and understanding, helping them to take turns. Children freely access resources from storage areas which are at the child's level. For example, children collect bugs from the slime tray to compare to real bugs under the log.

Nursery Education

The quality of teaching and learning is good. Staff who are very sound in their knowledge of the early learning goals ensure that, through detailed planning, children are able to experience a wide range of activities. All areas of learning are covered and set out how children of differing abilities will be challenged.

Staff record children's progress over time. Observations are used to help staff assess what children can do. These are very effectively used to inform planning and ensure children are sufficiently challenged in most of their learning. Staff ensure that, at all times, the needs of the children are paramount. They quietly, calmly and confidently rearrange activities at children's request, at all times taking the lead from the children within the group.

Children work very well together. They develop a sound understanding of their peers, form friendships and play confidently in small groups. Children have developed an understanding of others feelings through discussion at circle time, talking about what makes you happy and sad. Children show a sense of belonging. Their behaviour is exceptionally good with children developing a sound understanding of right and wrong. Staff within the group are positive role models; they manage behaviour with a positive approach, and deal with any situations as they arise, in a calm and consistent manner. For example, talking about what they are not to do and why, and that it does not make people happy to throw toys around. They concentrate on what makes people happy.

Within the nursery environment children are skilful communicators. They use a range of methods to communicate with staff and children. Very good organisation of circle time means that children are provided with the opportunity to develop their speaking and listening skills. Children are very confident in this area, they initiate favourite songs in front of whole groups and listen to each other. Children develop pre reading skills; they understand that print carries meaning, use books from front to back and reading right to left. For instance, children freely access story sacks then seek the assistance of staff to develop this activity, using books and prop with enthusiasm. Self-registration encourages children to begin to recognise their own name, however, there are limited opportunities for older children to develop pre writing skills. Most children count to 10 and some beyond, for example, as they count the number of children present at snack time. Staff extend this to simple maths activities, asking children "how many will there be if we have one more?". Children have a very sound understanding of shapes within all aspects of the environment.

Children develop a range of investigation skills through the rich environment available. They develop an understanding of movement and balance, constructing their own obstacle course using a wide range of natural materials. For example, creating a balancing beam from two logs and a plank of wood. Children have a sound understanding of colour. They investigate with the concept of shades and skin tones, with paint. Throughout the setting children are able to access a range of IT equipment, which they confidently use with and without adult support. For example, children confidently change the CD's in the player to find the type of music they require, to accommodate the musical instruments they have selected.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a very good understanding about the wider world and community, through having access to a very good range of play resources, which show positive images of culture, ethnicity, gender and disability. For instance, within the imaginative play area, children are able to use wheel chairs for dolls. This is also extended through celebrating a range of festivals. For example, Chinese New Year, Hanukah, as well as tasting foods from various countries. Staff extend this development of the wider world through visitors to the group and outings.

The individual needs of all children who attend are met. The setting has effective arrangements to care for children with learning difficulties and disabilities. Children are fully integrated into the group in line with their inclusion policy. Staff ensure that their individual needs are met with staff liaising with appropriate professionals and parents. Staff embrace additional training to meet the needs of children. For example, staff are attending training in sign language to enhance communication with children. Children behave exceptionally well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour, including explanation and distraction. For example, talking to children about the consequences of their actions. Staff encourage children to resolve their own differences, which helps them learn to take turns and share. Their clear guidance, for instance, is a gentle reminder to share toys and equipment which helps them to begin to accept the needs of others. Within the Out of School Club children have drawn up and implemented their rules. These are clearly displayed and children within this group take ownership of them.

Partnership with parents and carers is outstanding. Children benefit from the excellent relationships and informal contact between their parents and staff. Extensive information on a range of subjects including the Foundation Stage curriculum are readily available for parents. Their exceptional communication through monthly newsletters, daily chats and detailed notice boards helps staff and parents work together. Staff ensure that parents are kept informed at all times and make every effort to keep parents of younger children informed through diaries. Management within the group have recently completed a survey of all parents. This survey produced results that parents are happy with the care and education provided to their children, however, all issues raised have or are being addressed. The setting have recently adopted a Parents Forum, this encourages parents to become more involved in their children's learning, both within the setting and at home. At present this is facilitated by the management, however, parents are enthusiastic to take ownership of the group.

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

Organisation

The organisation is good.

The nursery and out of school club are very well organised. Comprehensive, detailed and effective recruitment and induction procedures are in place, which are overseen by the registered person. These ensure that children are cared for by suitable staff who are appropriately vetted

and qualified. Commitment to staff training and development, together with support from various agencies, has enabled practitioners to reflect on their practice. This in turn has informed and developed practice throughout the setting. Staff have received training on the 'Birth to three matters' framework, Foundation Stage and play work for the out of school club. This is fully implemented throughout the setting and has had a very positive impact on practice.

All the required documentation is in place, very well maintained, organised and stored to ensure confidentiality. Staff and management are supported through the wide range of comprehensive policies and procedures which are fully implemented within the setting. These are regularly reviewed by all staff at team meetings. However, these should be completed in line with National Standards. Management and staff are open to comments and complaints from parents. They operate a comments system which parents make full use of. For example, parents requested additional opening times, management wrote to all parents advising of reasons why this was not possible.

The quality of leadership and management is good. Management and staff are aware of their roles and responsibilities, which results in smooth running sessions. The manager continually seeks to improve the quality of the nursery education through regular evaluation and monitoring of planning. This allows areas to be identified for development as well as what is working well. However, this should be further developed to ensure there are sufficient challenges for older children. Key staff involved in the delivery of the Foundation Stage have attended appropriate training and plan to attend further training. This has led to very good organisation of resources and planning of the curriculum. There is a strong commitment to ongoing training and professional development and staff work very well together as a team. As a result, the children make good progress towards the early learning goals.

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

Improvements since the last inspection

At the last inspection recommendations were raised regarding the implementation of a medication policy and completion of the accident book with regard to confidentiality.

Both these issues have been addressed, and associated issues implemented within the whole setting. A comprehensive medication policy and procedure is now in place and accident records are completed in a log with one per page.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- develop children's independence at meal times
- ensure all children's assessments are dated
- ensure all policies are in line with the National Standards.

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):

- develop opportunities for older children to develop and extend pre writing skills
- ensure procedures are in place to monitor and evaluate the activities available for older and more able 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