

# Rainbow Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	127485
<b>Inspection date</b>	07 June 2007
<b>Inspector</b>	Beryl Witheridge
<b>Setting Address</b>	Westgate Primary School, Summerhill Road, Dartford, Kent, DA1 2LP
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<b>Registered person</b>	Rainbow Day Nursery (Early Years Centre Ltd)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Day Nursery opened in 1985 and operates from seven rooms in three separate buildings on a school site. It is situated in the town of Dartford, Kent. A maximum of 168 children may attend the nursery at any one time. The nursery is open each weekday from 06.45 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 123 children aged from three months to 11 years on roll. Of these 56 children receive funding for nursery education. Children come from a local catchment area. The nursery currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 24 permanent staff plus three bank staff. Of these 22 staff, including the manager, hold appropriate early years qualifications. There are three staff working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to learn about good health issues. They are encouraged to wash their hands before they eat food and after going to the toilet. Each child has their own toothbrush and flannel which they use after lunch, most children bring their own towel to wipe their hands and face but these are hung very close together and children do not always use their own towel to dry their hands. Children who have not brought a towel in share a nursery towel; this could lead to cross infection. Staff use disposable gloves when dealing with any bodily fluids, the changing mat is wiped after each use and potties cleaned with anti-bacterial spray. Tables are wiped with antibacterial sprays, to ensure that surfaces are clean, before meal and snack times. Children with infectious conditions do not attend the nursery and parents are informed of any infectious illnesses through notices on the doors of the nursery. Children's health needs are promoted through the written policies and the accident and medication records which are retained in each room. Children enjoy opportunities to be active as they play in their own garden with a range of suitable resources. Children are able to rest according to their own routine in the baby room and the older children are offered the opportunity to sleep after lunch if they need to. Each child has their own bedding which is washed weekly.

Children are encouraged to eat healthy foods. They know that drinks are readily available if they want them. A snack of fruit is provided each morning and afternoon; this has been recently introduced to provide the children with healthier options. All meals are cooked on the premises and the cook and all staff are aware of children's individual dietary needs; these are displayed in each room and the babies have a poster with their photograph which identifies their particular likes and dislikes as well as specific dietary information. There is a four weekly menu which is displayed so that parents are all aware of what their child is eating. Staff work closely with parents to ensure that children's individual dietary needs are met. Staff in the baby room use feed, nappy and sleep charts to keep parents informed of their routines.

Children's physical development is encouraged through the opportunities for outdoor play with suitable resources such as bikes, cars, hoops, balls, climbing frames and slides. Each section of the nursery has its own outdoor play area; babies and toddlers, three and four-year-olds, and the out of school club. Fine motor development is encouraged through the use of tools such as pens, pencils, scissors, rolling pins, pastry cutters, and knives and forks.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to learn and play in warm, bright premises; the nursery has three buildings which are divided into different age groups, the babies and toddlers, the three and four-year-olds, and the out of school club. Each building has two rooms so children are cared for with their own age group. Two of the buildings are new and purpose built providing the children with a comfortable environment. The premises are safe and secure; access is gained through an intercom system on the door of each building. However, parents do not always close the garden gate when delivering or collecting their children, despite a sign asking them to do so. There are procedures in place should someone other than the parent/carer be collecting the children. Children are supervised closely at all times. Staff deployment is good and the staff always ensure that others know where they are and that staffing ratios are being maintained. Toys and equipment are checked and cleaned regularly; staff take home the dressing up clothes

to wash. Smoke detectors and fire extinguishers help to keep the children safe while on the premises.

Children are starting to learn how to help keep themselves safe. An emergency evacuation practise is carried out about every two months but only on one day so not all children are included. Children's welfare is taken into consideration through the safeguarding children procedures which are in place but these require updating in line with the Local Safeguarding Children Board procedures. Four members of staff have recently updated their training. Staff are aware of their own vulnerability; however, the procedures to be followed in the event of an accusation against a staff member are not included in the written policy.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children arrive happily at the nursery and settle easily into their own room. They enjoy the activities provided but have free access to resources and are able to change the activities if they wish. Most children play well together but the disruptive behaviour of a minority has a detrimental effect on the other children in their room and disturbs the concentration and can spoil their enjoyment of their chosen activity. Most of the children enjoy playing together especially the four-year-olds and the toddlers; they show a great interest in the activities available. Older children share and negotiate their roles when taking part in imaginative play. A member of staff is always available to work with the children but the older children are becoming independent learners and do not require as much support and guidance as the babies and toddlers. Toys and resources include for the three-year-olds, farm animals, construction, home corner, cars, lacing, tills and dolls' house. For the four-year-olds, puzzles, threading, baby dolls which they can wash, change nappies, dress and undress, construction, dolls' house, sand, dressing up, books, writing, art and craft and cars. There is a computer in the room but it is rarely used. Toddlers have the opportunity to play with sand, drawing, farm animals, sticklebricks, dolls' house, home corner and kitchen. Babies have access to rocking horses, baby gyms, shape sorters, rattles, books, and bottles filled with different media such as coloured water, sand, stones and soil. Staff sit with children and interact well. There is a lot of praise and encouragement for all children but especially in the baby and toddler rooms. Their learning is extended by staff who talk to them and ask open ended questions. Staff have introduced planning which encompasses the Birth to three matters framework, as well as the Foundation Stage for the older children, and have found it extremely beneficial for the younger children; the use of heuristic play for the babies has improved their concentration skills and staff have noted that they are a lot happier and calmer. The records kept are informative and parents are able to follow their child's progress.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Most staff have a sound knowledge of the Foundation Stage and an understanding of how children learn. Staff use the early learning goals and the stepping stones when they are planning the activities; all staff are involved in the planning and take it in turns. Activities are evaluated and this evaluation is used to help with future planning although at times it tends to be more descriptive than evaluative. The planning is linked directly to the next steps for individual children. Children are progressing steadily in relation to their individual starting points and the stepping stones towards the early learning goals. Children are interested in the broad range of activities and experiences which are on offer; these cover the six areas of learning and are suited to the needs of the children.

The children are willing to try new ideas and learn new skills but the behaviour of some younger children is detracting others from progressing as well as they could.

Children enjoy their time at the nursery. They are happy and eager to take part in what is on offer for them. They talk openly to the staff and ask questions. Most children understand the difference between right and wrong and consider the consequences of their actions on others. Older children are becoming independent learners as they confidently select the toys and activities on offer, and this is promoted by the staff who encourage and support them. Children show an appreciation of books and stories which are freely accessible; they sit and share books with each other talking about the pictures, they join in with the story told by an adult adding the rhyming word at the end of each page. Children communicate well with both peers and adults, during role play they negotiate their roles and talk about what they want to do. Some children can hold a pencil correctly and write recognisable words including their own names; some can recognise simple familiar words such as their own name and other children's names. Their interest in the written word is supported through some environmental print such as the names of the toys on the toy boxes. Children are beginning to represent numbers in various ways; they are looking at matching cards and are counting how many pictures they have, showing two fingers to represent the numbers when they find a pair. Their counting is supported by written numbers on the wall. However, their learning is not supported on how to use numbers in everyday situations where they can put their knowledge to practical use such as counting the number of children and how many plates and cups they will need. Children show that they understand size and shape through activities such as doing jigsaws; they need some guidance from the staff to complete the more complicated puzzles but are able to complete the easier ones without support. They have opportunities to explore capacity through sand play which is on offer at all times.

Children learn about living things through activities such as using a microscope which can be attached to the computer; the children use this to study bugs and insects found in the garden. They plant seeds and beans and watch them grow, remembering to water them. Children explore the concept of communication with mobile phones and role play tills. There is a computer available but it is only turned on once or twice a week which does not allow all children the opportunity to use it. Children learn about themselves and one another; they look at some festivals and cultures such as Divali, Chinese New Year, Christmas and Mother's Day. Children's fine motor skills are developing well; they can use knives and forks to eat their meals, some with assistance, they can do puzzles and use scissors, many can write their names and most are able to make marks representing lists or names. Children demonstrate a good awareness of space and move confidently and safely around the room. They enjoy balancing, running and jumping when they are playing on the outdoor equipment. Children enjoy being creative, they know their colours and explore a range of textures, shapes and forms in different dimensions, construction, art and craft activities, paints and malleable materials such as play dough and 'gloop'.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are welcomed into the nursery. Staff ensure that they talk to parents to find out as much information as they require about their home backgrounds and individual needs so that the appropriate care is offered. The toys and resources provide some positive images of diversity for the children but these are limited. Children have looked at some different festivals and celebrations throughout the year but staff knowledge of what they could share with the children is not sound. They have looked at Chinese New Year, Christmas and Divali. Children

are beginning to learn about others who are not as fortunate as they are and the nursery raises funds for leukaemia which staff talk to the children about. Children who have learning difficulties and disabilities are well supported; staff work closely with parents and outside agencies and undertake extra training if necessary to meet the children's specific needs.

Children's behaviour is varied; most children know and understand the behavioural boundaries set for them while some find it very difficult to listen, to do as they are asked or even to sit on a chair. This behaviour has a detrimental effect on all the children who are with them; it interferes with their enjoyment and their learning processes. Most staff know how to deal with unacceptable behaviour but others find it difficult and do not always use the best ways of managing a difficult situation. Behavioural boundaries are set but these are not discussed with children on a regular basis to help reinforce them. Children are praised which helps to promote their confidence and self esteem. Children benefit from consistency of care, because the staff and the parents have a good relationship. Parents feel that they can talk to the staff at any time with any concerns they may have. Parents are kept well informed about the nursery through regular newsletters. Parents are given information about the Birth to three matters framework and staff in the baby room use effective photographic evidence of what the children are doing and learning. Parents are encouraged to contribute to their children's learning by visiting to share their own skills and knowledge such as a policeman, a fireman and a parent who teaches dancing.

The partnership with parents is satisfactory. Parents receive a written prospectus about the nursery. The information about the curriculum Foundation Stage and early learning goals are displayed in the entrance lobby of the pre-school building. Parents are able to talk to staff at any time about their child and are able to take their progress records home to study. Parents also attend an open evening, when their child is leaving to go to school, to discuss their record of transfer. There are no formal arrangements for inviting parents in to discuss their child's progress unless there is a concern. Parents feel that their children are making progress and are developing well.

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

## **Organisation**

The organisation is good.

Children are confident; they are happy and comfortable in the nursery. The nursery owners and the manager take steps to ensure that the staff caring for the children are suitably qualified to do so. The majority of the staff employed hold an early years qualification or are involved in ongoing training, staff are pro-active about training. Some staff are first aid trained and every member of staff has a current Criminal Records Bureau disclosure. The recruitment procedures for employing new staff are rigorous and robust. The staff risk assess the premises constantly and supervise the children at all times. The necessary documentation and records are in place, including daily attendance records, which show clear arrival and departure times for children. The registration certificate is clearly displayed for all parents to see. The required records are all stored confidentially and are readily available for inspection. Staff are aware of their responsibility in keeping up to date with the policies and procedures to ensure that the children's welfare, safety, care and learning are being promoted.

Leadership and management is good. The activities provided for the children are planned for using the children's next steps which are identified through the Foundation Stage, stepping stones, early learning goals and Birth to three matters framework. The overall success of the

curriculum is assessed and monitored by the owners and manager with ongoing support from the Early Years Advisory Teacher. The owners have a written induction for new staff which is implemented by a member of staff who then allocates a mentor to provide support and guidance to the new staff member. Staff are motivated through staff meetings, appraisals, mentoring, probation and attendance at training courses. Any courses undertaken are shared with other staff by cascading information back to their unit. The operational plan is regularly updated and an action plan set to meet the ongoing needs of the nursery.

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

### **Improvements since the last inspection**

At the last inspection the nursery was asked to continue with training opportunities, including child protection training; four staff have recently undertaken safeguarding children training and other courses are ongoing. They were asked to provide the children with social opportunities and provide opportunities for them to problem solve. Children meet together at the beginning and end of the day and the older children are becoming independent learners. The nursery was also asked to promote children's health and independence by implementing good hygiene practices and providing them with individual hand towels. Most children now have their own towels but they do always use their own to dry their hands and those who do not bring one share a nursery towel. This remains as a recommendation. Finally they were asked to provide children with opportunities to enjoy story time and to explore simple addition and subtraction during routine activities. Children now have set story times and older children show a great appreciation of books. Opportunities to develop mathematical concepts are still not being fully explored and this remains a recommendation.

### **Complaints since the last inspection**

Concerns were raised on 25 August 2005; the concerns related to National Standard 6-Safety, National Standard 14-Documentation, National Standard 7-Health, National Standard 8-Food and Drink, National Standard 4-Physical Environment and National Standard 13-Child Protection.

Ofsted carried out an unannounced inspection on 30 August 2005 and a further inspection was made on 07 September 2005. The Childcare Inspector addressed the concerns with the provider.

As a result of the visits ten actions were set. All the Actions were addressed by the nursery by the end of September 2005.

The provider remains qualified for registration.

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 children's hygiene routines prevent cross infection
- provide more positive images of diversity through resources and activities
- ensure that emergency evacuations are carried out regularly so that all children know how to keep themselves safe in an emergency
- provide staff with support and training on behaviour management techniques which will help the children to listen and understand the importance of good behaviour
- update the child protection policy in line with the Local Safeguarding Children Board procedures

### **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):

- provide children with more opportunities to use mathematical language and to explore simple addition and subtraction in everyday activities

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