

Rainbow Day Nursery

Inspection report for early years provision

Unique Reference Number	305980
Inspection date	01 March 2007
Inspector	Ann Coggin
Setting Address	1 Imperial Avenue, Norton, Stockton-on-Tees, TS20 2EW
Telephone number	01642 555096
E-mail	info@rainbowchildrensnursery.co.uk
Registered person	Northumbrian Trust Day Nurseries 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 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 is part of the Northumbrian Trust Day Nurseries Ltd and is one of four day nurseries in the chain. The nursery was first registered in 1980 with the current provider taking ownership in 2001. It is located in a large two-storey Victorian house situated in the Norton area of Stockton-on-Tees. The nursery serves the local and surrounding areas. The nursery operates from six activity rooms on the ground floor and has a secure outdoor area.

The nursery is registered to provide full day care for 62 children aged under five years. There are currently 61 children on roll, of which 13 are in receipt of nursery education funding. There are procedures in place to support children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery is open five days a week all year round, excluding bank holidays. Sessions are from 07:30 to 18:00 and children attend for a variety of sessions.

There are 13 members of staff working directly with the children, 12 of whom hold a suitable childcare qualification. There is one member of staff working towards a qualification. A cook and domestic are also employed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy because they are cared for in an environment where staff follow effective practices in their daily routines to help prevent the spread of infection. For example, they clean tables thoroughly before meals and routinely wear gloves and aprons when changing nappies. Parents are provided with clear information regarding the care of sick children, which includes details of infectious illnesses. Records regarding medication and accidents meet requirements and all parental consents are in place.

Children are aware of routines regarding hand washing. They automatically wash hands before meals and before cooking and know it is because they have germs on their hands. Paper towels are used to prevent cross-infection, as are individual face cloths.

Children enjoy freshly cooked meals, which usually include fresh vegetables, and are prepared on the premises by the nursery cook. Children are able to try different fruits at snack time, such as apple, pear and melon. Older children are developing independence, as they pour their own drinks and serve themselves at lunchtime allowing them to have as little or as much as they wish. However, the younger children do not have easy access to fresh drinking water. Children's individual dietary needs are taken into account to ensure they remain healthy. A list is held in the kitchen as well as the activity rooms and the cook also checks with staff which children are present.

Children take part in a range of physical activities that contribute to a healthy lifestyle and are developing a positive attitude towards physical exercise. For example, they are all able to use the outdoor area each day where they demonstrate self-confidence in their physical skills by kicking and throwing balls. Indoors, children respond to music through gesture and movement. Children rest and sleep according to their needs and staff encourage children to rest when they are tired. Comforters are offered if needed to help children settle and feel secure.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment where staff take a positive approach to safety with the children. The security of the building is well managed, for example, there is closed circuit television at the entrance. Staff ensure children are not at risk from unauthorised adults by checking identification and operating a strict signing in and out system for all visitors. Health and safety policies are effectively followed by staff and positive steps taken to promote safety at all times. Daily visual safety checks are undertaken and monthly risk assessments are recorded to ensure proper precautions are taken to reduce hazards and prevent accidents. Fire evacuation procedures are displayed throughout the nursery and drills are practised regularly so children know how to get out of the building in an emergency.

Staff offer children a good level of support enabling them to move around safely and freely, accessing a range of safe, well maintained good quality resources which are suitable to the ages and stages of children attending. Resources are organised at child height allowing all children, including babies, independent access. Babies are able to use domestic-style furniture allowing them to develop their mobility and to continue normal life experiences. Older children

are learning to keep themselves safe, for example, they are encouraged to help tidy away toys to keep areas free from clutter.

Staff have a sound understanding of the nursery's policies and procedures in regard to protecting children from possible abuse and of their roles and responsibilities. However, whilst management are aware of the procedure they would follow in the event of an allegation against a member of staff, there is no written policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in a warm and welcoming environment with attractive displays of children's artwork throughout the nursery. Children enjoy their time at the nursery, they enter confidently, settle quickly, are eager and keen to learn, and show excitement. Children have a strong bond with their named worker and this increases their self-esteem and well-being. Babies are helped to settle by staff who are sensitive towards individual needs and by affording them lots of cuddles and physical closeness. Babies benefit from routines that are consistent with their experiences at home and they enjoy activities, such as pasta play, play dough and musical activities. They develop early communication skills, making sounds and gestures as they attract the attention of staff who respond to their sounds well. Younger children's language skills are beginning to develop and they join in enthusiastically with familiar stories, songs and rhymes. Staff have a sound knowledge of the 'Birth to three matters' framework and developmental assessments and planning are clearly linked to the framework.

Children show enjoyment and take part in a variety of activities, for example, marble painting, sand and string painting. All children have easy access to sensory boards allowing them the opportunity to explore different medias, such as tinsel, fur and cardboard. They play well together fostering their self-esteem. Toys and resources are organised to allow independence and free access. Equipment is arranged so non-mobile babies can explore resources, such as baby gym, play mats and tea sets, and there is sufficient space for mobile babies to crawl.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have an acceptable understanding of the Foundation Stage and plan a suitable range of activities which link to the six areas of learning, enabling children to make satisfactory progress towards the early learning goals. However, the activities are not clearly linked to the stepping stones. Staff observe children's achievements and assessment records are maintained, although they are not fully used to help staff plan the next steps in children's learning. Focused activities have been introduced but do not identify clear learning intentions.

Children overall are interested and motivated to learn. They engage in play well and are eager to try new ideas and experiences, showing confidence as they approach adults to ask questions and share information. They can work in small groups, for example, painting the bears and in large group activities, such as Be Bot time. They display a positive self-image and show good personal and independence skills as they put on their own aprons, wash their hands and sweep up the sand. They separate well and with confidence from parents and all have formed good relationships with adults and their peers. Children's behaviour is satisfactory. They can sit quietly at times, for example, at circle and storytime. However, at times they become disengaged as activities are too long and they become bored. Children communicate confidently and interact and talk with others. They listen to stories and join in enthusiastically with songs and rhymes.

Children are beginning to recognise and write their name and link sounds to letters and have some opportunities to use writing for real purposes in their role play.

Children show an interest in numbers and counting and have good opportunities to use language to compare numbers. They are developing the use of addition and subtraction through practical everyday activities, such as counting children at snack time. They can count reliably past 10 and show developing knowledge of mathematical language and concepts such as 'more than' and 'less than' as they group objects. They know many shapes by name, for example, 'this cushion is round', and learning is reinforced by wall displays. Children are beginning to show an interest in living things and their surroundings through a variety of topics, for example, they have planted pumpkin and sunflower seeds and regularly have walks to the local duck pond and pet shop. They are developing a sense of the wider world as they learn about aspects of other countries through celebrating different festivals, such as Pancake Tuesday, Ash Wednesday and Chinese New Year. They design and construct with a range of objects, such as the railway track and bricks.

Children move with confidence, imagination and control in the small outdoor area. They use a range of small and large equipment, such as balls, stepping in and out of tyres and hoops outside, and are developing skills in using one-handed tools, such as scissors, paintbrushes and glue spreaders. They use their imagination well in play and have opportunities to explore a range of experiences to create their own ideas, for example, in role play. Children explore colour, texture and shape as well as music.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery and the good relationships that exist between children and their carers are effective in helping children settle and be content. Staff show respect for the children's different needs and treat children with equal concern. Positive steps are taken by staff to promote the welfare and development of the children attending. Planned activities are undertaken reflecting other beliefs and races, for example, other cultural and religious festivals are celebrated. Resources are available to raise children's awareness of diversity and develop a positive attitude towards others. There are procedures in place to support children with learning difficulties and disabilities.

Children's self-esteem is encouraged because staff value their contributions, for example, artwork is displayed. Children are generally well behaved and show concern for others, such as ensuring they all have cups at lunch. They respond positively to the staff's calm and consistent handling and there is a strong emphasis on respect and consideration for others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Positive relationships have been established between staff and parents to help promote children's well-being. Free access to children's developmental records and twice yearly parents evenings ensure parents are able to discuss their children's progress. Information regarding the Foundation Stage and the 'Birth to three matters' framework is clearly displayed and opportunities are available for parents to be involved with their children's learning. Parents speak favourably of the provision and the care they receive from friendly approachable staff.

Organisation

The organisation is satisfactory.

Children are cared for by an enthusiastic team of staff most of whom have relevant childcare qualifications. The care, welfare and development of children is promoted through a range of clear policies and procedures. Documentation is stored in a confidential manner, although accessible to staff and contributes to the continuity of care for the children. There are clear procedures in place for the induction and training of staff and robust systems are in place for the recruiting and vetting of staff to ensure they are suitable to work with children. However, the registered person is in breach of a regulation by not keeping Ofsted fully informed of a temporary change in the management structure.

Children are settled and relaxed and staff work well together as a team to provide a warm and caring environment for children and their parents. Rooms are organised to allow all children to initiate their own play and learning.

Leadership and management are satisfactory. Systems are in place to help them monitor progress and identify areas for development. However, clear systems to monitor the impact of teaching on children's learning are not fully developed.

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

Improvements since the last inspection

At the last inspection the provider was asked to improve the accessibility of contact details for Ofsted in relation to the complaints procedure and improve the procedures for the administration of non-prescribed medication ensuring that prior parental consent is in place before administration and that all medication records are signed by parents to acknowledge the entry. Documentation has been updated. Parental consents are in place and their signatures obtained to acknowledge the medication entry ensuring children's health needs are met. The Ofsted poster with contact details is clearly displayed on the parents notice board.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider of 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.

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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 Ofsted are notified of management arrangements
- develop child protection procedures to include a clear statement of the procedures to be followed in the event of an allegation against a member of staff
- ensure drinking water is readily available to all children.

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 clear systems to monitor the impact of teaching on children's learning
- develop planning and assessments to ensure they are clearly linked to the stepping stones to inform the next steps in children's learning
- develop focused activity sheets to ensure they are effectively used to document clear learning intentions
- monitor the length of time for large group activities to ensure children are engaged effectively.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk