



Rainbow Private Day Nursery

Inspection report for early years provision

Unique Reference Number	302059
Inspection date	27 February 2007
Inspector	Ingrid Szczerban
Setting Address	51 Aireville Road, Bradford, West Yorkshire, BD9 4HH
Telephone number	01274/487206
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Registered person	Cindy Nicol
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 Private Day Nursery was registered in 1989 and is owned and managed by the proprietors. The premises comprise of a large end terraced house set in its own grounds. The nursery operates from three playrooms on the ground floor of the property. It is situated in the Frizinghall area of Bradford with a large Asian population. The nursery caters for families from a range of diverse cultural backgrounds living in and around Bradford. The nursery opens each weekday from 08.00 until 18.00 throughout the year. All children have access to secure enclosed outdoor play areas.

A maximum of 27 children may attend the nursery at any one time. There are currently 35 children on roll. Of these, 16 receive funding for nursery education. The setting currently supports children who speak English as an additional language. Nine members of staff work

with the children, including the proprietors who work in the setting. Six of the staff hold relevant early years qualifications and two are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are fully addressed. Children demonstrate good personal hygiene habits, washing their hands at appropriate times during the day. Children are effectively protected from cross-infection through the use of effective hygiene practices and procedures. The sickness policy, which is made available to parents, contains exclusion periods for various childhood illnesses. Children rest and sleep according to their individual needs so that they remain healthy.

A good balanced diet is provided throughout the day to foster children's health and development. Children receive home-cooked food and drink in sufficient quantity for their needs and individual dietary needs are fully considered to promote their well-being. Older children can help themselves to water from a cooler whenever they wish. Children are also beginning to understand about healthy food, they eat fresh fruit and vegetables each day. They learn about foods from around the world and respond well to meal time routines; children sit at tables to eat and engage in conversations with each other.

Children enjoy a wide range of physical activities which contribute to their good health. They have regular access to physical activities both indoors and outdoors, hence they can balance, ride small bikes and kick balls. The fresh air and physical exertion improves their levels of concentration when they return indoors. When the weather is inclement, space is made in the playroom for vigorous dancing and singing sessions. Thus children learn about what their bodies can do and increase their stamina.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and freely in the well organised setting, where risks are identified and minimised by staff through very good practices. Access to the provision is closely monitored. Doors are kept locked, both parents and visitors must ring the bell to gain admission. Staff can clearly see callers at the door and they ensure that children leave at the end of sessions with a known adult in order to protect the children. Health and safety requirements are fully complied with to keep children safe. Children are also learning about their own personal safety, for example, they are reminded how to sit on chairs correctly.

Children use a broad range of good quality, developmentally appropriate resources that foster all areas of their development. These are very well organised into specific areas of learning within the playrooms at child height, encouraging children's decision making skills and independence. Other items are stored neatly in drawers, on shelves or in the basement. This

enables staff to ensure that children play with developmentally appropriate resources. Suitable furniture and equipment is available, it is used correctly in order to keep children safe.

Children's welfare needs are fully addressed because staff have attended recent training in child protection. They have a good understanding of their responsibilities in line with the Local Safeguarding Children Board guidance. There is a comprehensive written policy which includes the procedure to follow in the event of an allegation being made about a member of staff. However, the child protection policy is not shared with parents prior to admission.

Helping children achieve well and enjoy what they do

The provision is good.

A very good range of activities is planned and provided for children to foster all areas of development. The staff in the baby room have begun to use the 'Birth to three matters' framework to improve younger children's achievements, such as the use of treasure baskets. Children move between activities freely, spending as much or as little time as they wish at these activities, depending on their interests. This ensures that children learn by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to rest, have meals and take part in activities both indoors and outdoors.

The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed and that children are very happy and settled. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. Staff are sensitive to individual needs, for example, new children and babies are cuddled for emotional support so that they remain content. The care needs of babies are met well, nappies are regularly changed, they rest when they wish and are helped with feeding. Thus babies are confident in their environment, they practise walking, push toys along and delight in action rhymes. Babies communicate their needs effectively using simple words and gestures, to which the staff are attuned and respond enthusiastically thereby fostering further development.

Nursery Education.

The quality of teaching and learning is good. Key staff have good knowledge of the Curriculum guidance for the foundation stage and of how children learn effectively. They challenge children effectively by using good questioning to encourage the children to think and respond in their own words. Planning for the activities covers the six areas of learning and all areas are consistently covered. Children's development records contain observations of their achievements but are not clearly linked to the stepping stones, resulting in a lack of clarity about the next steps for individual children's learning.

Overall, the children are making good progress in all areas of learning. A strength of the setting is the children's progress in their personal, social and emotional development. Children are very happy to attend the setting and enter the playroom confidently. They operate independently within the nursery, seeing to their own personal hygiene and care. They can use the toilet and put on their own shoes and coats. Children have good manners, they say please and thank you and are considerate to one another. Children are beginning to make good attachments to others

in the group and have friends they like to be with. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and boosts self esteem. Children display high levels of involvement in the activities and spend a good deal of time at their chosen activities, interacting with staff. For example, children concentrated very hard when playing picture lotto.

Children speak clearly and have the self confidence to speak with others about their wants and needs. More able children ask staff for help and ask questions about what they see. Children's emergent reading and writing skills are developing well. They use writing in their role play and know how to handle books appropriately, turning pages from left to right. More able children can write recognisable letters of the alphabet, particularly when they write their own names, some can identify the names of other children too.

Children are beginning to develop a good interest in numbers; they count well and more able children are beginning to solve simple mathematical calculations. For example, they know how old they are and therefore how many candles are needed on their birthday cake. They make comparisons in size using mathematical language such as bigger and smaller, and shallow and deep.

Children are beginning to find out about the world in which they live. They enjoy looking at changes in nature, growing seeds and tending plants and observing what happens as they die. Role play is used well to extend children's awareness of the way the world works, and children know what happens when animals get sick and need to go to the vets. They use tools effectively and safely, when they use scissors, shape cutters and rolling pins to effect changes to materials. They talk about their home life and the birth of siblings, demonstrating that they can recall significant things that have happened to them using past and present terms. Children also know how to use simple equipment on the touch screen computer and can complete simple programs.

Children move freely with pleasure and confidence both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing on the wheeled toys, so as to avoid injury to one another. The gentle slope in the outdoor area is greatly enjoyed by children as they challenge themselves to ride down from the top, gathering increasing momentum, on their sit and ride toys. Children learn how to balance, walking with great concentration, arms outstretched, along the narrow balancing apparatus. Children confidently explore a good range of creative materials, such as paint, malleable materials, collage, sand and water. Some creative activities are over-directed by the staff, which limits children's ability to express their individual thoughts and ideas.

Helping children make a positive contribution

The provision is good.

An inclusive service is provided treating children with equal concern and valuing their diversity. Very good levels of support are given to children with English as an additional language as some of the staff are bilingual. Effective support systems in place include books in dual language and labelling in home languages as well as English. Staff in the baby room sing songs with children in Punjabi as well as in English and good use of repetition and gesturing that successfully

promotes children's understanding of English. Children have access to a range of resources, play opportunities and activities, which reflect diversity and value cultural differences. They also become aware of wider society as they gain an awareness of cultures and beliefs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good. Positive strategies are in place to manage behaviour and staff set clear boundaries, which they consistently apply. Staff act as good role models for the children and praise them regularly to encourage positive behaviour. This effective approach results in the children having a good understanding of agreed codes of behaviour and means they are able to distinguish between right and wrong. Children show genuine concern for others, for example, they apologise after accidentally bumping into others when riding on cars outdoors.

Partnership with parents and carers is good. Parents are warmly welcomed into the setting. They receive clear information about the setting and its policies and procedures, with the exception of the child protection procedure. Parent noticeboards contain detailed information about planning and recent themes and activities, but the areas of learning are not included in the brochure. Parents are kept well informed in the newsletter and receive ongoing verbal feedback regarding their child and how they are progressing. Parents are encouraged to extend their child's learning at home and are asked to bring in artefacts they may have relating to current topics.

Organisation

The organisation is good.

The well organised and welcoming environment allows children to exercise choice and promotes their increasing independence and confidence. Resources and activities are attractively presented and children are able to freely select further resources to support their play if they wish. All the required documentation is in place and policies and procedures are successfully adhered to in practice. Recruitment and vetting procedures ensure children are sufficiently well protected and cared for by staff with a good knowledge and understanding of child development. Induction procedures are sound and ensure that staff have a good awareness of expected practice.

Leadership and management of the nursery is good. Staff are extremely enthusiastic and have a high level of commitment towards continuously improving practice and their individual learning. Staff enhance their skills by attending regular training courses and sharing this knowledge with the staff team. They work very well together as a team and each has a clear understanding of their roles and responsibilities. The manager gives good support to staff and the key person system is being developed well. The manager provides constant guidance and sets a good role model for staff as she works within the nursery rooms. The setting is proactive in identifying their own areas for development and regularly seeks and acts on the advice and support from the local authority. This demonstrates a willingness to continually improve and has a positive impact on the care, learning and play provided.

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

Improvements since the last inspection

Following the last inspection recommendations were raised regarding documentation. Sufficient improvements have been made in order to meet the children's welfare needs. The accident records are now signed by parents and the address of the regulator, Ofsted, is included in the complaints procedure. The child protection procedure had been made available to parents in the brochure after the last inspection, but, a recent revision of this booklet has failed to include the information and a recommendation will be made following this inspection.

Complaints since the last inspection

Ofsted received concerns in relation to National Standard 3: Care Learning and Play, National Standard 11: Behaviour Management and National Standard 12: Working in Partnership with Parents. The Compliance, Investigation and Enforcement team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied 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.

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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):

- make arrangements to share the child protection policy with parents prior to admission.

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 the use of child observations to link more clearly with the stepping stones in order to identify the next steps in individual children's learning
- develop arrangements for sharing information with parents regarding the early learning goals, prior to admission
- increase opportunities for children to be independently creative, without being adult led.

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