



# Raunds Rainbow Day Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	220284
<b>Inspection date</b>	25 January 2007
<b>Inspector</b>	Melanie Cullen
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<b>Registered person</b>	Jeanette Hughes & James Woolley
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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?

Raunds Rainbow Day Nursery opened in 1995. It operates from a detached house set in its own grounds in Raunds, Northamptonshire. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure, enclosed outdoor play area. There are currently 24 children aged from two to under five years on roll. Of these, 13 children receive funding for early education. Out of school care is provided for older children who have attended the nursery or who have siblings who attend. The nursery has systems to support children with learning difficulties or disabilities and those who speak English as an additional language. The nursery employs seven members of staff. All hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's continued good health is actively promoted by the staff because they follow clear procedures in order to maintain a healthy environment. For example, the bathroom area is thoroughly cleaned twice each day, tables are wiped with anti-bacterial spray and tablecloths are used at lunchtime. Staff ensure they wear gloves when carrying out cleaning tasks or emptying bins. Children are encouraged to be independent when using the bathroom. They wash their hands, brush their teeth and use flannels to clean their faces after meals. However, children do not learn about germs and the reasons for maintaining good personal hygiene because the staff do not routinely discuss this with them, even though children are always supervised in the bathroom. Children who have accidents receive appropriate treatment because most staff hold current first aid certificates and a well stocked first aid kit is kept in an accessible place. Accidents are recorded in detail and are signed by parents when they collect their child. Effective systems are in place for administering prescribed medication. For example, parents sign consent and a witness is always present with the person administering the medication. These practices ensure that children always receive the correct dose. The risk of cross-infection is minimised because staff are vigilant in their practice of changing the towels and flannels and ensure the toothbrushes are soaked in sterilising solution each day.

Children are well nourished because they are provided with a range of meals and snacks that are varied, freshly prepared and nutritious. Children who arrive early in the day have breakfast, they have fruit for snacks, a two course meal at lunchtime and tea. Individual preferences and dietary needs are managed effectively. Children's independence skills are promoted because they serve themselves at lunchtime, take their plates away when they have finished and pour their own drinks. Children do not become thirsty during the day because they can help themselves to drinking water from a covered jug.

Children enjoy daily opportunities to play outside in the fresh air. Staff make good use of the enclosed garden which has lots of space for children to run around and explore. They take part in activities that promote their physical skills such as bats and balls, ride-on toys, bikes and parachute games. They learn to balance through using stilts. Children enjoy playing in the snow, they are suitably dressed with Wellingtons, hats and coats. They begin to learn about the effect of exercise on their bodies and discuss that they feel hot after running around and comment that they can see their breath in the cold air. Children have supervised access to 'Rainbow Quest' which is a low-level adventure playground specifically designed for young children in the front garden of the setting and enjoy negotiating the balancing poles and rope ladders which helps to develop their balancing and climbing skills. Children enjoy music and movement sessions, staff provide props such as streamers, bells and fabric to dance around with. The children are encouraged to be free and creative in their movements.

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

The provision is good.

Children's safety is given high regard by the staff who are active in following policies and procedures to maintain a safe environment. For example, the front door is kept locked, all visitors and parents are greeted and visitors sign in and out. Closed circuit television is in place to monitor callers at the front door. Children have access to various rooms within the setting. They choose which rooms they play in during the session and staff provide play opportunities and activities in rooms both upstairs and downstairs and offer children a change of activity half way through each session. Children's safety is promoted because they are supervised when moving around the building and gates are in place at the top and foot of the stairs and they have no access to the kitchen. Children eat their lunch and tea in a separate room which is also used for music activities. Children begin to learn how to keep themselves safe because they practise emergency evacuation drills once a month. When children go on outings they stay safe because higher adult to child ratios are organised. Children begin to learn about safe practices when crossing the road because staff talk to them about looking and listening for traffic; they use the zebra crossing and hold hands.

Children are encouraged to have free choice of a wide range of activities and play materials that are safe, suitable and appropriately challenging. Toys are stored in low-level trolleys and drawers from which the children can help themselves and this encourages their independence skills. Staff ensure that toys are rotated regularly to ensure children are actively engaged in purposeful activities at all times. Children enjoy plenty of activities outside. They have the shade from mature trees in the summer and wear suitable warm clothing to play outside in the winter. Children have access to equipment that promotes their physical skills and a play house to encourage imaginative play. Staff ensure children are safe in the garden because checks are made each day before they go outside to play.

Children's welfare is safeguarded because staff and managers are fully aware of the procedures to follow in the event of any concerns. Some staff have recently completed training in safeguarding children. The required documentation is in place for making records of child protection concerns and the staff understand the importance of maintaining confidentiality when managing such issues.

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

The provision is outstanding.

Children enjoy attending the setting, eagerly approach the activities and settle quickly to play. They benefit greatly from the friendly, welcoming atmosphere which nurtures them and encourages their self-esteem and confidence which positively impacts on their development and learning. Staff are skilled in engaging children and ensure that everyone has a chance to speak. For example, during circle time children use small, soft characters with woollen hair to describe how they are feeling today. Children use these characters to discuss their emotions and staff ask questions to further extend children's thinking such as 'can you tell everyone why you feel happy today?'. This promotes further discussion within the group. Younger children benefit from the staff team's good knowledge and understanding of how to implement the 'Birth to three matters' framework. They use written observations to record children's

achievements and progress which are used to inform the planning of activities provided in order to promote individual children's learning.

## Nursery Education

Children are interested in their chosen activities and are motivated to learn. They sit together to listen to stories. Staff ensure that they are fully involved in the story through their animated story telling skills and invite the children to join in with familiar parts of the story. Children volunteer for jobs in the pre-school room such as tidying up the books, the paper tray and sweeping up. They enthusiastically carry out their tasks and most are eager to describe fully what their job entails. This develops a sense of responsibility, an awareness of keeping a safe, tidy environment and care and respect for equipment. Children work very well together, they understand the routines of the day and that when they work together, often a better or quicker result is achieved. They share well and discuss amongst themselves during games who is to take which role and who is to go first. Children learn the expectations of good behaviour because they are provided with a stimulating environment where they are kept busy and through the good example from staff who speak to them with respect and make time to listen to what they have to say. Therefore, children feel valued which promotes their confidence. Children's independence skills are developing rapidly. They can dress themselves ready to play outside in the snow and put coats, hats, gloves and Wellington boots on with only minimal assistance from staff. They make choices about how much food and drink they serve themselves, they clean their teeth and manage quite independently in the bathroom. Children are very confident speakers. They freely speak about their chosen task, seek reassurance and ask questions of their peers, staff and visitors. Staff extend children's vocabulary by asking them questions to promote further discussion. For example, children talk about how the snow feels. Staff ask, 'is it wet or dry?' and 'is it hot or cold?' They proceed to bring snow inside in a tray and observe how long it takes to melt. Children enjoy poems read by the staff who introduce the poem by informing the children of the name of the person who wrote it. This encourages discussion and prompts children to recall their own experiences related to the poem. Children have access to a wide selection of books and regularly use the book area without prompting from the staff. They hold books correctly and turn the pages. Children re-tell familiar stories by talking about the pictures. Children's emerging reading skills are promoted because they have access to plenty of labels and examples of text around the nursery, particularly in the group rooms the labels are linked to the areas of learning. Children have free access to various papers and writing materials. They use name cards to copy their names and some can write their name without referring to the card.

Children begin to learn about numbers. For example, staff use opportunities that arise during activities, circle time and meal times to count various objects. Children are interested in the clock and point out the numbers they see. They enjoy watching egg timers to record the time taken for snow to melt. The staff make regular observations and bring the children back at the end of the session to show them that the snow has melted and talk about how long the process took. They use mathematical language during activities such as sand and water play. Children talk about space and shape freely during their play. Children benefit from a wealth of activities that promote their knowledge and understanding of the world. They bury metal items in the sand tray and use a mini metal detector to find them. Children have access to computer equipment and show a good awareness of how to navigate around the programmes and use

the mouse; they show pleasure when they complete tasks and are rewarded on the screen. Staff support children well when using the computer to ensure they are managing effectively and do not become frustrated. Children show an understanding of how to use a digital camera. A child completes a drawing of a penguin and the member of staff suggests they take a picture with the camera. The child understands how to use the camera, takes a photograph of the drawing and proceeds to replace the camera on the printer and prints the photograph out. The group of children watch with interest as the photograph emerges from the printer. This develops children's sense of pride in their work and their understanding of how to use equipment correctly. Children's awareness of how things grow and change is developing because they keep carrot tops and place them in trays with water monitoring them as they grow. Children's awareness of other cultures and the wider world are developing because staff involve them in the celebration of various festivals. For example, the current theme of winter includes activities and discussions about Inuit people. Children enjoy a wide range of activities that promote their creativity. They use paint of various types, including blocks of watercolours and powder paint to create pictures. They have access at all times to writing materials and paper and create pictures such as penguins using a model to copy. Children talk about where to position the various body parts and are supported by the staff. Children's spatial awareness is developing when they look at a three dimensional object and question themselves on where to draw the parts of the object on a flat piece of paper. They enjoy listening to and making music. Children hear music of different styles including classical during the session which is played unobtrusively in the background.

The quality of teaching and learning is outstanding. Staff are highly skilled in promoting children's enjoyment, development and learning. They carefully plan activities that are relevant to individual children's learning and clearly identify their next steps. The planning is linked to the Foundation Stage and the six areas of learning and the learning intentions are clearly identifiable in all the activities. Highly effective documentation is used to plan, review and evaluate activities which are used to inform the future planning. The key worker system works extremely well because staff have a good understanding of the Foundation Stage and how to implement it effectively to promote children's learning. Detailed records are kept of children's achievements and the next learning objective. Key workers carefully plan activities to encourage individual development through their current objective and ensure they are competent before identifying the next step for learning. Children enjoy and benefit from lots of positive interaction from the staff who sit with the activities. They know all the children well and are able to anticipate their needs. Children are guided and supported effectively which encourages them to try new experiences and to be proud of their achievements. They receive constant encouragement and praise for their efforts and achievements. The activities are meaningful to children because they are linked to the current themes and staff encourage children's language development because they talk to them and ask questions. This constant engagement between the children and staff has a highly positive impact on their self-esteem and confidence.

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

The provision is good.

Children are treated as individuals and with respect. They have their needs effectively met because the staff know them well and communicate regularly with their parents. They are fully

involved in the life of the nursery and make choices for themselves regarding food, drink, the selection of activities and the areas in which they play. Staff are skilled in anticipating children's requirements and always make time to listen to them. Children show a clear sense of belonging and talk freely to their peers, staff and visitors. They are confident to ask for assistance or items they want and seek reassurance from staff as they need it. Children's awareness of diversity is actively promoted through discussion and celebration of festivals such as Diwali and Chinese New Year. They begin to have awareness of different languages and texts because there are displays of numbers in Spanish and various dual language books. Children have access to plenty of positive images of diversity throughout the play provision such as small world characters, dolls, home corner items and dressing up clothes. Children behave well and relationships are excellent. Children understand about thinking of others, they share and show care and concern for each other. For example, they say 'excuse me' for friends to move out of their way and most say 'please' and 'thank you' with no prompting from staff. Children respond to the staff's gentle reminders to be careful and to help tidy away at the end of the session. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff ensure they are available when they arrive and leave and provide verbal information about how their child has been during the day. Parents are actively encouraged to be involved and are welcomed to spend time in the nursery. They have access to notice boards that give information about the nursery routines, the policies and procedures, forthcoming events and the nursery curriculum. However, the information is not displayed in an organised way that clearly identifies the activities offered and their purpose, and the difference between the Foundation Stage and the 'Birth to three matters' framework. Parents are able to be fully involved in their child's learning at home when the information provided on the clear newsletters matches up with the information on the notice boards. Parents are kept informed about their child's progress and achievements because they are provided with a report from the nursery each month. They are encouraged to add their own comments from home which are then added to the report to give a complete picture which gradually builds about their child's development. Parents are requested to provide information when their child starts attending which helps the staff to understand the child's starting point. This has a positive impact on children's learning because staff are able to provide suitable activities for individual children from the outset.

## **Organisation**

The organisation is outstanding.

The care, welfare, development and learning of children who attend the nursery is given high regard by the professional, organised staff team. The setting has robust systems in place to ensure the suitability of staff and existing staff are encouraged to increase their professional development through training for qualifications and attendance at various relevant workshops. Staff have regular one to one meetings and annual appraisals. The management team provide in-house training sessions as required. Children benefit from the high adult to child ratios and the effective use that is made of the space available, such as offering various activities upstairs and downstairs and allowing the children to choose where they play. The written policies and procedures are reviewed annually and the contents are clearly reflected in the staff's activity with the children. This promotes everyone's safety and well-being. Staff are fully versed with

the procedures and ensure that they sign in and out when they have breaks and record children's arrival and departure promptly.

The leadership and management is outstanding. The manager is fully involved in all aspects of the setting and ensures the deputy has a purposeful role in the management team to allow her to feel confident in the event of being in sole charge of the nursery. The manager oversees the planning and records her own evaluations of it's effectiveness which she shares with the staff team each week. This evaluation includes scrutinising the plans retrospectively to assess what the children have done and why the staff have provided the activities. She ensures the planning links to the stepping stones to be beneficial to individual children's learning. All staff members are encouraged to be involved in the planning of activities. The management team provide a personal, individual service for the families who attend as much as is possible. They are organised to provide before and after school care, they are flexible with the sessions available when parents request changes and always have time to talk with the children and parents to offer whatever support they can. The documentation and record keeping is exemplary. Records are kept up to date, available for inspection and include detailed information particularly about children's progress. The setting is clearly committed to providing a high quality service which includes support for parents whenever possible, recognition of children as individuals and the importance of nurturing their confidence and self-esteem. Overall the range of needs of the children who attend are met.

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

At the last inspection the provider agreed to gain written permission from parents to seek emergency medical treatment or advice. This written consent from parents is in place for all children who attend. Regarding the nursery education inspection the provider agreed to encourage parents to share information about their child and contribute to their child's assessment. The nursery requests written information from parents in an attractive book which is supplied when each child starts attending the nursery. Parents are invited to contribute to their child's monthly development report by adding their comments which are included by the staff. The action taken by the provider contributes to children's well-being and learning.

### **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):

- continue to develop children's awareness of good hygiene practices and healthy living.

#### 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):

- continue to develop the partnership with parents by providing clear information about the nursery curriculum, planning and the purpose of activities provided for children.

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](http://www.ofsted.gov.uk)