

Rainbow Village Nursery

Inspection report for early years provision

Unique Reference Number 403371

Inspection date 21 May 2007

Inspector Jill Milton

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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 Village Nursery is a privately owned provision which has been open since 2000. It operates from the first floor of The Old Court House building in Bloxham and there is a small enclosed outdoor play area. The intake of children is from the local rural communities.

The nursery opens on weekdays for 47 weeks a year from 07.30 to 17.15. A maximum of 22 children between the ages of two and five years may attend at any one time. There are currently 37 children on roll and of these 15 receive funding for nursery education.

The nursery employs five staff to work with the children and over half of the adults have a recognised early years qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning some messages about the importance of healthy lifestyles. Topics help to introduce ideas, for example talking about healthy choices using the story of 'The Hungry Caterpillar'. Children proudly wear a sticker for eating their fruit up at snack times. Meals are sociable occasions and children sit together and benefit from a time of rest and quiet during the day. Staff are aware of any dietary needs of the children attending and they collect information from parents with regard to this.

Children have a suitable balance in the day between active and restful play. Younger ones who still require a day time sleep can rest on small beds in the early afternoon. Children enjoy time in the small garden area at the rear of the setting. The children have a simple range of equipment to develop some skills as they travel up, over and through climbing equipment. Some play is frustrating since the area is over crowded though children do like to share a game with a friend on the see-saw or take part in imaginative play as they announce 'We're going off to work now' on the ride-on toys.

Staff correctly record information for parents if a child has an accident or requires medication during the day. They have a record of attending first aid training in the past though current certificates are not up-to-date. Staff share useful information with parents about how to treat common childhood health issues. Children receive reminders from staff during the day about washing their hands before eating and staff ensure they clean tables with antibacterial spray where children have their meals. Some current procedures regarding hand washing are not very effective at protecting children from potential sources of cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The setting provides a cosy and colourful environment for children's play. The children can see many examples of their art work on display relating to the current topic and the staff adjust the heating through the day to ensure children play in comfort. Staff provide the children with furniture at their height and low level storage of many resources. The equipment is suitable for the ages of children and in reasonable condition, though some items are not very clean.

Staff supervise the children appropriately whilst at play indoors or outdoors and during times when they have a sleep. The play is in a secure environment since the staff make careful use of the intercom system for entry to the setting and they regularly note the times of children's arrival and departure so they know who is present. The staff ensure they obtain parental permission to take children on walks into the village and they take suitable supplies with them to attend to the children. The staff conduct visual checks to keep the nursery safe for play and they tidy up toys or adjust matting, for example, that may be a hazard to the children. Whilst these visual checks provide adequate safety precautions they are not backed up by any robust thorough checks. Children are becoming more alert to safety issues when they say that no running or pushing must happen on the steps when going outdoors to play.

Staff understand their responsibilities with regard to the area of child protection and those at a managerial level have experience and training to address concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages settle into play quite quickly on arrival at nursery. They receive help from staff to separate from their parents and like reassuring routines like waving goodbye from a window. Children play with a broad range of resources that help their development and staff show interest in what they are doing. Staff observe when younger children are becoming tired and offer them a quiet story whilst a sleep area is prepared. Staff are developing their understanding of how to use the Birth to three matters framework to support the care of children under three years. They provide activities that all ages can join in, for example children like to use chunky chalks for mark-making that smaller hands can grip more easily. At certain times during the day, for example story and circle times, the whole group approach does not work so well. Staff rely mainly on verbal feedback to parents about the development of the younger children, though some written observations are in place. Staff record details of care issues like nappy changes should parents require this information.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have a basic understanding of the Foundation Stage which they use to plan activities within the six areas of learning. They base their plans on topics that will interest the children, such as dinosaurs or transport and they include plenty of festivals and celebrations through the year. Plans provide broad coverage of the Foundation Stage for the whole group though do not yet focus on the needs of individual children to help them progress along to the next stepping stone. At times during the day the grouping of the children means there are too many at one activity, for example six children around the computer or eleven at the play dough table, to make the activity satisfying.

Children are enthusiastic about trying activities and they are developing some friendships in the group. They behave appropriately towards each other and are beginning to share some games. Children try to put their own coats on for outdoor play and they visit the toilet when they need to during the day developing their independence. They can select resources for themselves though usually go to an adult to make a request for something new to play. Children are learning how to respect others through an introduction to events in their own community like the Banbury fair and to festivals celebrated in the wider world.

Children are progressing at a satisfactory pace with their early literacy and number work. They enjoy mark-making and are learning about letter shapes and sounds. A group activity to make an alphabet scrap book is popular with children cutting out pictures starting with the same letter for each page. Simple games like picture lotto help to build up basic vocabulary and staff interact adequately during the day with the children to share conversations. Children select books for themselves and show an awareness of how to turn the pages correctly. They are keen to listen to stories though the older ones lack the opportunity for meaningful contributions to discussions as groups are too large. Children demonstrate their confidence at counting or sorting objects and they respond to staff questions about simple addition and subtraction. Practical activities like weighing conkers provides children with opportunities to explore balance and size.

Children are learning something about the world around them as they use technology or explore objects like magnets to see how they work. They have occasional activities like planting and they handle materials such as sand or water. Displays linked to topics help to reinforce ideas to children since staff use words, posters and objects to illustrate themes linked to the natural

world. Children are developing their control and co-ordination when using tools like scissors or during construction games. Plans demonstrate that children take part in regular music and movement activities to stimulate their imagination. They play with resources like trains, houses and cars to express their ideas and they explore texture and shape through play with a suitable variety of toys. There is equipment available to children to use role play to make up stories with friends though on some days it is not easily accessible and remains unused.

The staff monitor the children's progress towards the early learning goals using a simple range of methods. This provides them with information about the children's achievements though is not yet used to plan the next steps in learning. Staff keep written evaluations of some activities to help them in future planning and provide them with a reference of topics covered and the children's responses.

Helping children make a positive contribution

The provision is satisfactory.

Children respond to the friendly welcome they receive from staff. They are developing a sense of belonging to the nursery when they see their names on cards and self-portraits on display. Staff show how they value the children's efforts when they take photographs of achievements like model-making and this helps to build up the children's self-esteem. When children are ready to go home there is a friendly routine for waving and saying goodbyes to everyone.

Children use a suitable range of resources in their play that promote a positive view of the wider world. They take part in activities that introduce them about festivals from a range of cultures during the year. The spiritual, moral, social and cultural development of the children is fostered. Although there are no children currently attending the setting with learning difficulties or disabilities the staff do have the necessary support systems in place should the need arise.

Children are developing a sense of right and wrong and they are learning how to be part of a group. The staff use suitable strategies like distraction to help younger children avoid conflicts. The children receive praise from the staff and stickers are a popular reward for a task well done. Staff make routine jobs like tidying up toys fun for the children who like to chorus 'everybody tidy up time' Simple ideas like this help children to respond co-operatively.

The partnership with parents and carers is satisfactory. Staff make a basic range of information available to parents, for example some planning sheets and a regular newsletter. Parents have the opportunity for a little shared learning when children take books home from the nursery collection. Most information about the children's progress is shared with parents through verbal feedback from the staff and this provides them with an overview of children's development. Parents and the staff share a friendly supportive relationship and parents speak well of the family atmosphere in this small nursery.

Organisation

The organisation is satisfactory.

Staff have a suitable understanding of how to organise the nursery to promote the outcomes for children. Work is taking place on a number of aspects of organisation since the staff do wish to develop and improve standards. Examples include a new brochure for parents to include policy statements and updates to procedures like recording fire evacuations in a fire log book. There is a reasonable understanding of the documentation that needs to be in place when

running a setting. The staff work with parents to collect information that helps them to care for the children and they maintain the confidentiality of these details. The setting meets the needs of the range of children for whom it provides.

The managerial staff have adequate procedures in place to recruit and train staff and they are aware of the need to obtain checks for those working with children. They offer some opportunities to further knowledge and are starting to use appraisals to work with staff to identify areas for development. The leadership and management of the nursery education are satisfactory. The owner of the nursery and the manager have a steady working partnership. They are aware through their discussions and observations that there are some weaker areas in the nursery and they make plans to address them.

Improvements since the last inspection

The nursery was required to address two actions following the last care inspection. The owner and manager working together now have a stronger understanding of the requirements of the National Standards when providing day care. They are developing a set of policies and procedures to provide a sound foundation to their work. They are aware of the need to inform Ofsted of significant changes to their provision.

The nursery was also required to address three recommendations relating to the care of the children. The staff attend training offered by the local early years team and they respond positively to advice received from visits to their setting. Examples of courses attended include behaviour management, child protection and Birth to three matters. There is a better understanding now amongst the team of how to support children with learning difficulties or disabilities and a member of staff is responsible for behaviour management issues. The impact on the children of these improvements is that the adults taking care of them are more aware and better skilled to provide support on day-to-day issues to keep them healthy and safe.

The nursery was required to address three key issues following the last inspection of the nursery education. There has been satisfactory progress with the areas identified. The staff implemented ways to assess the children's development and are now adapting these further as they receive new advice. This helps them to be more aware of children's progress. The children have better opportunities now to see words around the setting on resources and with name cards. The staff helpfully include visual clues so that all children can take part in fun activities like self-registration even if they cannot yet identify words. Lastly staff use a basic appraisal system to highlight areas for future training so that they are better equipped to support the children. The impact on the children of improving these aspects of the nursery education is to help them along progress towards the early learning goals.

Complaints since the last inspection

Since 1 April 2004 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.

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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 a member of staff is on duty every session with up-to-date first aid training
- improve hygiene procedures in the bathroom to protect children from potential sources of infection
- introduce more robust procedures for the cleaning of equipment and for conducting risk assessments of the premises

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):

- reconsider the structure of the sessions so that they meet the needs of the different ages of children more effectively (this applies to care as well)
- improve planning so that it provides more focus on the stepping stones towards the early learning goals for each child
- develop imaginative role play so that it provides a rich environment for play

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