

# Rainbow Childrens Nursery Ltd.

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY219253
<b>Inspection date</b>	05 June 2007
<b>Inspector</b>	Pauline Margaret Todd
<b>Setting Address</b>	Station Road, Worstead, North Walsham, Norfolk, NR28 9SA
<b>Telephone number</b>	01692 400995
<b>E-mail</b>	rainbownursery@btconnect.com
<b>Registered person</b>	RAINBOWS CHILDRENS NURSERY LIMITED
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Rainbow Children's Nursery opened in 2002. It is situated in the rural village of Worstead, close to the town of North Walsham, Norfolk. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 until 18.00 all year round. Children up to eight years of age may attend the holiday club which runs during the school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 68 children on roll. Of these 31 children receive funding for nursery education. Children come from a wide catchment area. The setting supports children with learning difficulties.

The nursery is run by trustees and has charitable status. It employs 10 childcare staff. Seven of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards further qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is promoted well because the nursery takes positive steps to ensure the premises are clean and well maintained. Children are becoming increasingly independent in their personal care. They use the toilet independently and wash their hands thoroughly before eating. Staff follow effective hygiene practices when changing nappies, for example, they wear disposable gloves and dirty nappies are immediately placed in the disposal unit. Laundry facilities are available on the premises and staff wash bibs and baby play materials daily to prevent the spread of infection. Anti-bacterial spray is used to clean tables and they are covered with cloths before meal times.

Children's health details and medical requirements are clearly recorded to maintain their good health, for example, allergic to penicillin. Appropriate consents are obtained for staff to apply sun cream to children before they go outside to play. Staff follow effective systems which enable children who are unwell to be cared for appropriately. Positive steps are taken to prevent the spread of infectious diseases, for example, posters are displayed to inform parents of outbreaks. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident.

Children are provided with nutritious, balanced meals and snacks which are properly prepared on the premises. They enjoy eating a roast chicken lunch. They learn about healthy foods by eating vegetables with their meals and fruit for their snacks. Children with special dietary requirements and food allergies, such as vegetarian, have their preferences met because the parents have provided the setting with detailed information. Weekly menus are displayed for parents to see. Younger children are able to feed themselves using forks and spoons. Babies have the same food pureed. They sit comfortably and staff make it a pleasurable, social occasion for them. Children have access to water or milk and staff ensure they drink sufficient amounts during the day to keep them healthy, particularly before they go outside to play.

Children of all ages have a positive attitude to exercise and are eager to play outside. Babies and toddlers are active and acquiring suitable control over their bodies, for example, they practise their walking skills, explore their environment, and sit in the large sand pit outside. However, they do not have free access to items of physical play equipment indoors. The older children demonstrate good control, co-ordination, and spatial awareness. They have opportunities to practise running avoiding obstacles and controlling their speed when they play outside. They use challenging play equipment which have scramble nets and a climbing wall. They confidently use balancing beams, slides and ride-on toys. They are developing competent manipulative skills by using spatulas for gluing, scissors for cutting and knives and forks when they eat.

Young children and babies sleep undisturbed in cots and on mattresses according to their individual needs or after they have eaten their lunch. Older children are able to fulfil their own needs with regard to rest and relaxation. They use comfortable cushions and beanbags on the floor by the book corner which promotes their well-being.

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

The provision is good.

Children of all ages benefit from being cared for in rooms that are very warm and welcoming with colourful displays on the walls which help them to feel secure and at ease in the setting. Colourful mobiles are hanging in the baby room which children enjoy touching. The areas are creatively laid out to provide children with separate areas for their play, for example, messy play area and comfortable mats on the floor for small scale play.

Children use a range of developmentally appropriate resources from low storage units and containers, for example, a train set, construction and musical instruments. The younger children can select items from storage bags made of canvas and wicker baskets. Their play mats are tactile and visually appealing. There are different fabrics, textures, shapes, sounds and colours present in their rooms to provide stimulation and encourage use of senses. Babies enjoy using the soft ball play equipment. The toys and play equipment are brightly coloured, well maintained and conform to safety standards. There are sufficient items of equipment for children under two years of age, for example, baby rings, cots, potties, high chairs and buggies. All children use child-sized utensils to eat their meals. There is appropriately sized furniture available to enable children to sit comfortably.

Children are kept safe because staff give them good supervision and are vigilant, for example, they sweep up food from the floor and ensure harnesses are used for babies feeding chairs. The nursery uses very detailed risk assessments and daily checklists to reduce potential hazards. Suitable procedures are available regarding fire evacuation to ensure children's safety in an emergency. There is a secure entry system into the nursery with parents and visitors ringing a doorbell to attract attention. The outdoor area is securely fenced with bolts on gates to keep children safe.

Children's welfare is appropriately safeguarded because staff have a sound working knowledge of child protection procedures. They undertake training to improve their understanding. They are aware of their responsibilities towards the children in their care. However, not all relevant documentation and helpline numbers are available. The nursery policy does not give clear guidance to follow if an allegation is made against a member of staff or volunteer.

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

The provision is good.

Children's welfare is promoted successfully because they undertake a wide range of activities and play opportunities that develop their emotional, social and intellectual capabilities. They are happy and well settled. Young children play with a varied selection of activities which are put out for them, for example, play dough, puzzles, construction, 'small world' toys. The staff use the 'Birth to three matters' framework to promote positively the development of babies and young children. They use it to help them identify the next steps in their learning and for reference when planning activities, for example, a texture activity is planned for each day. Children enjoy investigating the properties of shaving foam, gloop and paint. Staff sit on the floor with them and use smiles and good eye contact. They speak to them kindly and warmly. They encourage them to use their imagination by using hats and scarves and pretend to make cups of tea. Babies use gestures to communicate their needs, for example, that they want their comforter. All children share stories, songs, and rhymes. The toddlers enjoy playing 'sleeping bunnies' and singing nursery rhymes.

## Nursery education.

The quality of teaching and learning is satisfactory. Staff have reasonable knowledge and understanding of the Foundation Stage. They give sufficient time and opportunities for speaking, listening, reading and writing. They do not always use language and questioning to further children's thinking. The staff use the planning of the basic play provision to help them deliver a balanced curriculum. The plans clearly show the purpose of activities. However, they do not always indicate how the play and activities will be extended to provide sufficient challenge for children that are more able. Staff observe children regularly to identify the next steps in their learning and their interests. Staff make satisfactory use of resources and accommodation.

Children spend some of their day playing freely but do not always take the lead, select activities for themselves or initiate their own activities and play experiences. They concentrate well when using the computer, threading beads or playing with their action figures. They interact readily with others, talk confidently and enjoy discussing what penguins eat. They use language well as they play imaginatively, for example, they say 'I want some dinner' when sitting at the table in the home corner. They look at books independently and show an interest in the illustrations. They recognise familiar words such as the days of the week and their names. More able children attempt to write their names on their cards and drawings. They enjoy the movement of the brush as they paint a picture, carefully making lines and then filling them in. Children undertake a variety of practical activities such as threading, matching cards and using pegboards which help them to achieve in mathematics. They count independently, for example, two buttons on their card, 14 beads on their threading, three pieces of fruit in the bowl. Children are learning to make sense of their world and acquiring some skills and knowledge that will help with their later work in history, geography, science and technology. They are able to observe change over time by growing and planting. They enjoy looking at the beetle found in the sand through the bug viewer and the leaves and buttercup on the light box. They see photographs which remind them of past events, for example, playing in the snow. Children learn through using their senses. They feel their feet being painted, taste different fruits, see wind socks, CDs and shells move in the wind outside. They use their imagination well when dressing up and playing in the house. They pretend they have dogs and horses to care for.

Children attending the holiday club during the school holidays use a range of appropriate equipment indoors and outside. They play air hockey, table football, racing cars, 'k'nex' construction equipment and undertake craft activities.

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

The provision is satisfactory.

Children develop their self-esteem and confidence because the staff give them regular praise, for example, for 'good balancing' and for eating all their lunch. The management liaises well with all parents to ensure that children's records contain sufficient information to enable appropriate care to be given, for example, the use of comforters and toilet training. Children with specific needs are welcomed into the setting and given some additional support to promote their welfare and development. They happily take part in activities and play opportunities alongside their peers. Staff are able to work closely with parents to discuss children's likes and dislikes, for example, food.

Children are helped to develop a positive attitude to others by using play equipment which reflects positive images of race and culture and by celebrating festivals. There are also a range of posters displayed in the rooms and corridors. The spiritual, moral, social and cultural

development of funded children is fostered. Children are developing a positive sense of themselves. Staff give them opportunities to talk about their home and families, for example, holidays. Visitors come into the group to talk to the children about their work.

Children benefit from staff adopting a positive approach to the management of their behaviour. The staff have several chats to groups of pre-school children to encourage them play together nicely. However, children are not always willing to share their toys and play equipment. There are no ground rules displayed to remind children of the nursery's expectations. The staff do not always encourage negotiation and the strategies they use are not effective in helping all children to understand the effects of their behaviour on others.

Children's well-being is promoted by the positive relationships which have developed between staff and their parents. There is a useful exchange of information, for example, that they have had a temperature but are now fine. Staff complete daily diaries for all children attending. These keep parents informed of the activities undertaken, for example, the feeding and toileting routines. Sometimes parents may make written comments back, for example, their children have had a disturbed night. The parents find the staff friendly and approachable. They are pleased with the care provided and like the relaxed environment of the nursery. Informative notice boards are present in the entrance lobby and play rooms to give details of activities and childcare practices. Parents receive satisfactory information about the procedures for making complaints and the process for resolving them. However, some of the details given are now out of date.

The partnership with parents and carers of funded children is good. Parents receive sufficient basic details about the setting. They gain information about the early learning goals through displays of children's work and from reading the nursery's prospectus. They bring their children to nursery to meet other children and make friends before they start school. Their children have settled well in the pre-school room. They feel well informed about their child's progress and are aware they can look at their child's assessment record at any time. They take them home regularly and make written comments. Parents feel they can contribute to the activities being undertaken as written plans are displayed for them to see. They bring in items for staff to use. They continue their child's learning at home, for example, growing and planting. They feel they are equal partners in their children's learning.

## **Organisation**

The organisation is satisfactory.

The organisation of the nursery satisfactorily promotes the welfare and development of children. The nursery follows appropriate recruitment and vetting procedures to ensure that staff are suitable to provide care for children. The staff team are qualified and as a rule take part in annual appraisal sessions to identify their training and development needs. A rolling programme is followed for attendance of first aid, child protection and food handling hygiene courses. Additional staff are employed to undertake domestic and secretarial tasks.

The nursery generally organises space and resources to meet the children's needs. However, children are taken out of their base rooms to spend time 'visiting' other rooms. This can lead to confusion. Children do not begin their day in their base room and parents have to ask staff where their child should go that morning. Staff take pre-school children into the holiday club room and foyer for group times. However, the environment and resources in these areas are not fully suitable for their needs. If the children lose interest in the group activity, they cannot then occupy themselves purposefully.

The nursery operates a key worker system to aid communication with parents and observe children. It is not always used effectively to ensure all children receive good support. Staff are not allocated their own children, for example, the 18 month olds in the toddler room or the 2 year olds in the pre-school room. This would further meet the needs of the children attending, help to maintain consistency and continuity of care and assist in supporting children in their activities and development.

Management and staff keep appropriate documentation which is stored confidentially and ensure the safe running of the provision. An efficient registration system is used with room registers completed accurately and kept up to date to ensure ratios are maintained and children are kept safe. Policies and procedures are readily available to parents and staff but not all are reviewed regularly to make sure they meet current guidance and requirements. The arrangements for sharing records with parents keep them well informed about their child's progress and promote their welfare and development.

The leadership and management is satisfactory. Management does not have an effective system to monitor and review all aspects of the provision for nursery education and identify areas for improvement to ensure all children achieve their full potential. Staff are aware of children's starting points. They work well with parents to support children's progress. Staff and trustees meet monthly to discuss the provision. Overall children's needs are met.

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

At the last inspection, the nursery agreed to consider when children's behaviour needs to be managed and when the activity needs to be rearranged, and to improve the policies regarding children with special needs, equal opportunities, complaints and child protection. The nursery has been able to develop their special needs and equal opportunities policies and procedures. However, the child protection and complaints procedures do not meet current guidance and remain as recommendations in order to protect children and improve the partnership with parents. The staff are confident to intervene to manage children's behaviour in a way which promotes their welfare and development. However, there are no clear boundaries established for behaviour to help children know what is expected of them.

There were three key issues arising from the last nursery education inspection. They were: to increase opportunities in play to encourage the children to link sounds and letters, use early calculation skills and practise rhyme and rhythm; to arrange group activities so that the children are engaged, able to respond to adults and can enjoy the time without disruption; and use the early learning goals and the Foundation Stage to evaluate the provision, make changes and share this with parents. Children now have sufficient opportunities to link sounds and letters and practise rhythm. The other issues have not been fully addressed and some remain as weaknesses at this inspection.

### **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 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):

- establish clear boundaries for behaviour to help children know what is expected of them, encourage negotiation and assist them to find their own solutions to conflicts
- review the use of the holiday club room and foyer to make sure the environment and resources are suitable for the age range present and improve children's spontaneous access to physical play equipment
- improve the key worker system and use of base rooms so that all children are well supported during their time at the nursery
- update the child protection and complaints procedures to meet current guidance.

#### 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 further opportunities for children to select and use activities and resources independently and enable children to take initiative
- develop planning to include how the play and activities will be extended to provide sufficient challenge for children that are more able
- use language and questioning to further children's thinking
- introduce a system to monitor and evaluate the provision to identify areas for improvement to make sure all children achieve their full potential.

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)