

Rainbows Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 307471 |
| Inspection date | 04 May 2007 |
| Inspector | Shirley Leigh Monks-Meagher |
| Setting Address | Stamford Street, Pendlebury, Swinton, Manchester, M27 1BB |
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| Registered person | Christine Koskie |
| Type of inspection | Integrated |
| Type of care | 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.

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?

Rainbows Day Nursery has been registered since September 1986 and serves the needs of the local community, which is comprised of families from diverse cultures and socio-economic backgrounds. The nursery operates from two single storey buildings in the Swinton area of Manchester and is close to shops and parks. Both buildings are situated on the same site and are self contained. They each have several playrooms, kitchens, staff facilities, changing areas and bathrooms. An extensive outdoor play area is shared by all children.

The nursery operates from 07.45 to 18.00, Monday to Friday. It is open all year round with the exception of bank holidays and a week during Christmas. Holiday care is available during school holidays from 07.45 to 18.00, Monday to Friday. There are currently 91 children on roll, who attend either on a full or part-time basis, this includes 33 children in receipt of nursery education funding. The nursery supports children who have learning difficulties and disabilities.

There is a staff team of 18 who work with the children. This includes the manager and the deputy manager who are both supernumerary. The majority of staff have a recognised early years qualification. In addition there are two cooks and a handyman.

The nursery gains support from the Sure Start Partnership and has close links with the health department through physiotherapists and speech and language therapists. Staff access training in- house and through the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children benefit from clean premises that are welcoming. Procedures are in place for the general cleaning and clearing up after each session. Staff follow procedures and practices, which generally enable children's nutritional, physical and health needs to be met. However, food and crockery is transported around the premises on trolleys which are not covered over and baby feeding chairs have dried food on them. This puts children at risk from cross-contamination. Babies and toddlers are able to rest and sleep according to their needs. However, they sleep face to face, therefore are at risk of cross-infection. Older children are developing an awareness of personal hygiene and are becoming increasingly independent in matters of personal care. They wash their hands thoroughly at appropriate times, such as before handling food, after toilet and messy play and clearly understand the consequences of 'bugs' on their hands. However, throughout the nursery the support and guidance offered by staff to all children is inconsistent. For example, young children have no soap at their sink when they are trying to wash their hands before a baking activity. Attention to detail in the recording of accidents sustained and of any medication administered protects children's well-being. Staff know the procedures to follow in the event of an emergency and when children are ill but their practice does not always reflect this knowledge. As a result, children are not fully protected from illness and their welfare is not fully safeguarded at all times.

Children develop and test their physical control in stimulating outdoor play experiences. Staff are knowledgeable and secure in their understanding of the Foundation Stage of learning. They know the children well as individuals and this encourages children to confidently try new skills, ask for help and set their own limits within a safe environment. For example, children skilfully manoeuvre vehicles, hop over, jump onto and balance carefully along upturned crates.

Children's health is fostered through the provision of nutritious, balanced meals and snacks. The nursery ensures that children are offered fresh fruit and vegetables throughout the day. Children's health and dietary needs are respected by staff who record specific needs and allergies. Mealtimes are unhurried social occasions where staff sensitively and skilfully support children to choose and enjoy healthy foods as part of a healthy lifestyle. Children are able to help themselves to fresh drinking water to keep refreshed and hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly welcomed into the bright and colourful environment. Rooms are maintained at the optimum temperature and sufficiently ventilated to ensure children's comfort. Ample space ensures that children can play and explore in safety and comfort. The organisation and arrangement of the nursery rooms effectively meet the needs of the children as the areas are set out thoughtfully, helping to promote a range of children's skills and independence. Rooms are divided into areas and this results in children experiencing a balanced range of resources.

The nursery is very well equipped to promote all areas of learning. Resources are high quality and include many made from natural materials. Toys and equipment are organised effectively making them easily accessible to even the youngest children. They are labelled clearly with text and pictures, helping children to identify resources. Effective systems are in place for checking resources, thereby ensuring that they are always safe and suitable for children's use.

Staff are vigilant in reducing potential hazards, minimising risks of accidental injury to children. Thorough risk assessments are undertaken to monitor the safety of the premises and resources. Children are cared for by vetted adults who are skilful, experienced and knowledgeable. Children's welfare is fully safeguarded by staff who have very clear knowledge and understanding of the procedures to follow in the event of concerns about a child. The managers work closely with parents to ensure that vulnerable children receive the best care possible.

Helping children achieve well and enjoy what they do

The provision is good.

Children feel secure, safe and contented in the nursery. There are close and affectionate relationships throughout the setting yielding a happy and harmonious environment where children thrive. High quality interaction between the adults and children results in confident children who develop a strong sense of self in an atmosphere of trust.

Staff confidently use the 'Birth to three matters' framework to plan high quality care and education for children. They are sensitive to the children's needs and recognise them as individuals. Highly effective assessment and planning systems are used to ensure individual children's needs inform the learning program. Babies and toddlers enjoy a wealth of experiences and opportunities, which significantly enhance their development. For example, highly innovative sensory experiences, such as treasure baskets, textures, mirrors, flashing lights and interesting sounds. Babies are captivated, squeal with delight and are awestruck at their discoveries. Toddlers have a wonderful time exploring sand; they scoop it up and drizzle it through their fingers. The children really enjoy rhymes and simple songs and join in enthusiastically. Stories are very popular throughout the nursery with all age groups, and high priority is given to imaginative play and children learning to play cooperatively with one another. Babies and toddlers are making very good progress in the nursery and this is evidenced by the play that they exhibit. For example, under two's handle paintbrushes with dexterity as they produce their pictures and confidently select toys from low level areas. The two year olds competently use simple tools, such as cutters and rolling pins in the play dough and wooden spoons when baking. They mimic adults perceptively as they play 'house', dress up, play with vehicles and use the workbench and tools to build and mend.

Staff ensure that older children who attend the holiday play scheme are able to follow their interests by encouraging them to assist in planning activities and providing them with age appropriate toys and equipment.

Nursery Education.

Children are purposefully engaged at all times and thoroughly enjoy their play. There are a wealth of opportunities for independent learning and adult initiated learning throughout the sessions. For example, children are able to design, create and build because they can freely access a huge range of media, tools and materials.

Children are independent. They put on aprons, pour out drinks and use the toilets. During activities children demonstrate high levels of concentration and spend lengthy periods of time on computers, creating pictures and models, investigating and experimenting. Children are eager to help staff to tidy away at the end of the session. They know where items belong because everything is clearly labelled. They sweep up the sand and pack away toys and by cooperating successfully, manage to get the sand into the dustpan. Children behave well. They sit quietly at appropriate times and listen carefully to the staff. Children are developing good control of their emotions. They thoughtfully and confidently share things that make them feel happy during circle time. Children make very good progress in personal, social and emotional development.

Children are able to recognise their own name on displays and their water bottles. They are developing a good understanding of letter shapes and more able children can link them to their phonic sounds, particularly letters and sounds that appear in their names. Children understand writing as a form of communication because they have many opportunities to use writing for a purpose. For example, they write letters and cards, complete shopping lists during role play and write their names on work. Staff model writing well for children. There are well stocked writing areas throughout the nursery where children sit independently. Comfortable book areas are well used by children who are developing a love of books and stories. They handle them carefully, re-tell favourite tales and share books together. Children listen attentively to group stories, enthusiastically joining in with familiar stories and predicting events. Staff provide excellent support for individuals and provide one to one support when required, enabling all children to be involved and included in the activities.

Children use number spontaneously. They can count numbers up to ten forwards and backwards and are able to sequence them correctly, confidently recognising and naming numbers. Frequent number rhymes and games are helping children to understand simple addition and subtraction. For example, 'I'm going to build a chimney' and 'five little snow people'. They enjoy estimating in everyday activities and sort and match spontaneously in their play. For example, they independently use bricks and bobbins to make colour matched repeating patterns. Children use their understanding of early mathematical concepts to solve simple problems. For example, they use a measuring stick to discover who is tallest and who is smallest.

Children explore, investigate and discover for themselves during hands-on activities. For example, they bake, explore the similarities and differences of mini-beasts and follow the seasons. They are exploring the effects of recycling items. Simple experiments with white flowers and coloured water provoke much discussion and bring about awe and wonder on the children's faces when they see the flowers change to the colour of the water. They develop a clear sense of time as they discuss past and future events. Children develop a good understanding of simple everyday technology and are adept with the computer.

Children express their own ideas confidently in creative work using a wide variety of media. For example, textured pictures using sand, glitter, seeds and fabrics and models made from recycled materials and conventional kits. Children are developing rhythm because they are encouraged to move their bodies imaginatively and rhythmically in regular music and movement sessions, and explore beat and sound using a varied selection of musical instruments. Children have ample opportunity to hone their imaginations; they play out situations in role play areas, they recreate events and stories using puppets and act out simple stories and rhymes.

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the early learning goals which is clearly reflected in their planning and teaching. They establish

children's base line and build on what children know, understand and can do. Ongoing, thorough observation and assessment is used to inform the planning. Their skilful approach to promoting positive relationships and boosting self-esteem contributes significantly to children's rapid progress through the stepping stones in all areas of learning. Throughout the sessions children's efforts and achievements are celebrated and praise is consistently and appropriately endowed.

Helping children make a positive contribution

The provision is good.

Children significantly benefit from the strong, professional and positive partnerships that are developed with parents and carers. They are cared for by staff who work diligently with parents to meet their individual needs and ensure that they are fully included in the life of the setting. Consequently, key-workers fully understand the children's individual health, dietary, social and emotional needs, religious and cultural beliefs, and work hard to ensure that these are reflected and well catered for within the provision. Children learn about the diversity of our society through resources which portray positive, non-stereotypical images, the positive role-model of staff and as they acknowledge various celebrations and festivals.

Children are warmly greeted by staff who are interested in what they have to say, helping them to feel secure and a real sense of belonging. Samples of their work and photographs of them participating in activities are attractively displayed throughout the setting promoting their self-esteem and respect for others. They are learning to work harmoniously with others whilst enjoying the freedom to explore within appropriate boundaries. Children are learning to make informed decisions as they choose from a wide and balanced range of resources. Staff effectively support them in sharing and taking turns. Children's behaviour is admirable. They learn appropriate codes of behaviour and gently remind each other of these. Staff are exemplary role models who remain calm and positive at all times and use consistent strategies to promote acceptable behaviour. As a result of these positive approaches children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is satisfactory. Parents receive information relating to the Foundation Stage and the educational provision. For example, notice boards contain information on all six learning areas and planning information. They are informed of their children's progress both informally and formally on a regular basis and notices around the setting invite them to access children's profiles. However, parents have little opportunity to be involved in their children's learning other than being asked to provide resources for themes and topics.

Parents of younger children are informed verbally about their child's daily activities and progress and through the use of whiteboards in the rooms. Parents speak very highly of the setting and staff. They find staff approachable and welcoming and many talk about how their child has thrived, made rapid progress, loves coming to nursery, the atmosphere and children cared for in a safe environment.

Organisation

The organisation is good.

The children's care is significantly enhanced by the effective, good quality of the organisation. Highly motivated staff are fully aware of the ethos of the nursery. Their hard work clearly demonstrates their high regard for the well-being of all children. Most policies and procedures are implemented conscientiously to promote children's health, safety, enjoyment, achievement

and ability to make a positive contribution. Daily routines are flexible enough to cater for children's individual needs.

The comprehensive operational plan, which includes policies and procedures, ensures that staff are generally clear about their roles and responsibilities, enabling children to benefit from a secure environment and continuity of care. Both the indoor and outdoor space maximises play opportunities for children. Maintained records remain confidential and are easily accessible.

The leadership and management of the nursery education is good. Children benefit from the efficient management of the nursery educational program. Staff receive clear and positive direction from the registered provider and management and are encouraged, through regular training and up-dates to maintain and extend their professional development. The well established procedures, which systematically and effectively monitor and evaluate the quality of the teaching and learning, contribute significantly to children's excellent and rapid progress and effectively highlight areas for development.

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 nursery agreed to fully implement hand washing procedures and improve the information recorded on registers.

Registers contain full and comprehensive information relating to children, staff and visitors. This includes actual arrival and departure times. This contributes towards protecting children's welfare. Children are encouraged to wash their hands after using the toilet and after meals or messy play. However, staff still do not consistently ensure children wash their hands before meals and snacks putting them at risk of cross-contamination.

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):

- further improve hygiene procedures relating to cross-contamination, for example, hand washing and sleeping procedures, transporting food around the premises, babies feeding chairs
- review staff's practice and strengthen their understanding of procedures relating to emergency medical treatment or advice and sickness and exclusions including their role and responsibilities to the child

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 working partnership with parents to engage and involve them in their children's learning.

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