

# Little Rainbows Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346682
<b>Inspection date</b>	25 June 2007
<b>Inspector</b>	Jean Evelyn Thomas
<b>Setting Address</b>	Little Rainbows Day Nursery, 95 Wallasey Road, Wallasey, Merseyside, CH44 2AA
<b>Telephone number</b>	0151 6383001
<b>E-mail</b>	
<b>Registered person</b>	Little Rainbows Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Little Rainbows Day Nursery was registered in 2007. The nursery is privately owned and is situated in Liscard Village, Wallasey on the Wirral Peninsular. Children are cared for within three designated rooms. All children share access to a secure enclosed outdoor play area. A maximum of 30 children from birth to under five years may attend. The nursery is open Monday to Saturday from 08.00 to 18.00 all year round with the exception of bank holidays and between Christmas and the New Year.

There are currently 26 children aged from birth to under five years on roll. Of these, 10 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs six members of staff, all hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are provided with a range of experiences which help to promote their knowledge and understanding of health issues. For example, they are encouraged to be independent with routine self-help skills, including toilet visits and hand washing and they brush their teeth after meals. The nappy changing routine includes babies' hands being wiped for them to become familiar with this personal hygiene procedure from an early age. Children are cared for in a clean setting where procedures are in place to help prevent the spread of infection. For example staff complete checklists to confirm areas have been checked each day for cleanliness.

Anti-bacterial spray is used to wipe table surfaces before and after meals. However, the use of a communal towel in the staff toilet facilities does not ensure hygienic hand drying arrangements. The clear sick child policy, including the procedure to follow if a child contracts a communicable illness, helps to prevent the risk of cross contamination. Consents are obtained from parents to seek medical treatment in the event of an emergency. There are qualified first aiders on duty at all times to ensure the appropriate procedures are followed for children's well-being in the event of an accident. Staff have received appropriate guidance on food safety and hygiene to protect children from cross infection through food handling.

Children have a varied and nutritional diet. The main part of the meal is provided by a supplier and these are accompanied by freshly cooked vegetables. Fruit is included in the children's daily menu. The children make their own fruit salad for dessert. They talk about their preferences, this is respected by staff who help children remove fruits they do not like as they serve themselves. The dietary requirements of all children are respected because staff work with parents to ensure their individual needs are met. Children have access to water at all times and respond to their bodily needs and drink when thirsty. Older children independently pour their own water from the jug.

Children's physical development and sense of well-being is promoted. The garden is used throughout the year, weather permitting. Staff organise energetic indoor activities if they are unable to play outside, such as an obstacle course. Children rest when they need to in comfortable surroundings. Children's natural sleep patterns are followed.

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

The provision is good.

The setting is welcoming to children and parents. The registered areas are well maintained and decorated. Children's art work and photographs are displayed to promote children's self esteem and sense of belonging. An attractive beach collage is on display made by the children as part of the summer theme. There is space for children to move around and play freely within safe boundaries. All areas are colourful and stimulating where children access a broad range of activities and play materials. In the baby area the position of play mats, toys and interactive wall activities encourages babies to explore their environment.

Children are cared for in a safe, secure environment. Regular risk assessments which include a daily safety checklist of the premises help to ensure children's ongoing safety. The checking of toys and equipment forms part of the risk assessment. Children learn how to help keep themselves safe through practising the fire drill and following the road safety codes on outings. The staff supervision contributes to the children's safety.

Children are protected from harm because staff are aware of child protection issues. They know the procedures in place and where to seek help in order to protect children. The child protection statement includes the procedure 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 satisfactory.

Children are happy and confident within the nursery setting. They develop positive relationships with their key workers, staff and each other. The settling in procedures, which are flexible to meet children's individual needs, contribute to their sense of security.

Children enjoy a varied range of activities and resources. The 'Birth to three matters' framework is used to plan activities for children under three years. Staff use observations to record children's progress and plan for the next steps in their development and learning in line with the framework. Babies are well supported to become competent learners and skilful communicators. Staff sit with them on the floor, join in their play and talk to them about what they are doing. Babies are given lots of cuddles and enjoy adult interaction, singing songs and clapping their hands to music, to help them develop early communication skills. Babies have lots of floor space, where they can move around confidently, freely and develop their physical skills. They enjoy taking part in sensory and messy activities.

All children aged over two years share the same care areas. They benefit from the continuous provision of a wide range of activities and resources. This allows children to make choices, pursue activities they are interested in and revisit to practice their skills. Planned activities are organised. Children make confident choices whether they wish to participate in these focus activities or continue with their self-selected activity. Resources continually available include painting, sand, water, work shop, small world play, writing table and 'maths' table, role play and construction. Books are positioned in different areas. Children enjoy books either independently or shared with staff. The children tell staff they are tired. The staff lay down mattresses and blankets for children to rest in comfort. The children select books to look at during this quiet self-initiated quiet time.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff understand that children learn best through their own experience and through play. They demonstrate an understanding of the Foundation Stage and the six areas of learning. Profiles are used to monitor children's progress. However, there is no differentiation in the planning to match the different levels of individual children's needs and to plan suitable challenge for children to progress to their possible next stages in the Foundation Stage stepping stones. The planning does not consistently identify the learning outcomes for staff to use to ensure they are effectively implemented for the intended purpose.

Children are confident communicators. The children initiate conversations with staff and visitors. They express their ideas and their thoughts. In role play they discuss their play idea and negotiate the different roles of parents, baby and shopper. The children have regular opportunities to listen to stories and enjoy doing so, for example, at whole group story times. Children are learning that books are a source of pleasure and enjoyment and this ensures that they are developing positive attitudes towards books and reading. Children learn that text carries meaning through labelling and positioning telephone books and holiday brochures in the role play areas

which children actively use in their play. Staff use specific activities to help children make links between initial letters and sounds. Some children recognise their written name and those of others in the group. Children have many opportunities for mark making and developing their early writing skills. In addition to the writing table, writing materials are in different areas such as the construction and role play to develop children's understanding of writing for a purpose. Children are introduced to mathematical concepts, such as shape, colours and number through activities and resources available. Some children can count confidently and use mathematical language in their play. Circle time is often used for number games where children name the number on the card. However staff do not always promote children's mathematical development as an integral part of the focus activity.

Children are creative and have many opportunities to express themselves through a variety of resources available. Children build and design using construction toys, junk modelling and play dough. This gives children opportunity to develop skills with tools, such as scissors and rollers. The role play area is regularly adapted to link into a theme, such as a travel agents. This stimulates children's imagination and learning. Children make their own passports which are stamped when they travel. There is a range of resources available to support children's imagination and understanding of everyday technology, such as the key board, cash till and telephone. The children operate the player as they listen to music and stories. Children enjoy singing and will start singing familiar songs as they play. Musical instruments are readily available, including shakers they made themselves.

Children's physical skills are promoted through daily energetic play either in the outdoor play area, through indoor activities or when visiting the local parks. At the park, children have opportunity to use different larger equipment to offer further challenges to develop their coordination and confidence.

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

The provision is satisfactory.

Children are well behaved. They willingly involve themselves in routines, such as handing out the plates and setting the table. Children are polite and use manners. They learn to share, take turns and play co-operatively, for example, when baking they wait for their turn to use the utensils. However, there is not always a consistent approach by staff to implement the positive strategies as detailed in the behaviour management policy.

Children's individual needs are respected. Effective settling in procedures help babies and children to confidently separate from parents and settle into the nursery. The individual routines for younger babies are followed for eating and sleeping, to provide consistency and continuity with their home routines. Support is provided for children who have English as an additional language because staff are proactive in this area by learning key words of the children's first language. Staff have made displays incorporating the written word of the children's first language. Staff work with parents and outside agencies to ensure that children who have learning difficulties or disabilities are given the appropriate care to promote their all round development. Children's awareness about the diversity of society is raised through a selection of resources and activities. Staff have prepared a book showing positive images of people who are disabled. This is used as a resource to discuss with children similarities and differences and to answer their questions. However, there are few displays of visual images to further enhance children's understanding of diversity. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Staff routinely share information with parents about their child's progress and formal parents evening are held. Parents have access to their child's profiles and records. Information about the nursery education is included in the parents information booklet and some information is displayed in the nursery. Photographs and posters are used to inform parents about the 'Birth to three matters' framework showing how activities link into the different aspects of the learning and development. Parents are given suggestions on how to continue learning at home. The policies, procedures and the nursery's operational plan is available for reference at all times in the foyer. The newsletter keeps parents up to date about activities and events. A daily diary is maintained on each child giving details including the activities they have been involved in and food eaten.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. Staff work well together as a team to support children's learning and development. Space, resources, time and grouping are organised to promote children's enjoyment and achievement. Systems for the evaluation of the effectiveness of nursery education is being further developed. Part of the current evaluation process is seeking parents views through questionnaires and regular team meetings. Staff are working with the Early Years Advisor regarding the implement the Foundation Stage curriculum and further training has been arranged.

There are rigorous procedures in place to ensure that staff are suitably qualified, experienced and vetted to care for children. Systems, such as appraisals are used to identify staff's strengths and personal development needs. The adult-child ratios are met to offer children support and attention. The policies, procedures, consents and children's records are used by staff to meet children's needs. All necessary documentation is in place and available for inspection. However, the medicine records do not always clearly identify the administering requirements and that these have been followed, which compromises children's well-being.

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

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration Ofsted received one complaint relating to National Standard 2: Organisation. Concerns were raised over staff to child ratios and the attendance register not being maintained. Ofsted investigated, and as a result the provider ensures registers are maintained and ratios are met through an adaptable staffing rota and the use of bank staff where necessary. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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):

- review the hand drying facilities in the staff toilets to help prevent the spread of infection
- improve visual images displayed around the nursery to further develop children's understanding about diversity of society
- ensure there is a consistent approach to implementing the behaviour management policy
- ensure records of children's medicine requirements are accurate for their well-being.

#### 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 differentiation in the planning to ensure children's individual learning and developmental needs are met to help them make progress
- identify in the planning the intended learning outcomes to ensure they are effectively promoted by staff.

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)