

Rainbow Childrens Nursery

Inspection report for early years provision

Unique Reference Number	315998
Inspection date	04 September 2007
Inspector	Christine Fraser Turner
Setting Address	26-28 Eastbourne Grove, Bolton, Lancashire, BL1 5LH
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Registered person	Karrey Ann Cotton and Christopher Cotton
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 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?

Rainbow Children's Nursery opened in 1987 and operates from two converted houses in the Heaton area of Bolton. There are eight rooms used for children and a secure outdoor play area is available to the rear of the premises. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

There are currently 61 children aged from birth to under five years on roll, including 17 children who receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 13 staff including a cook. There are 11 staff, including the manager, that hold appropriate early years qualifications. There is one member of staff working towards an early years qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well taken care of if they have an accident or become ill because staff follow current and appropriate health and hygiene guidelines. Children do not attend if they are ill because the setting shares its health policy with parents. Procedures for identifying individual children's bedding works well in two out of the three areas. There is no process in place to make sure children who sleep in buggies have their own blankets.

Children learn to understand simple good hygiene routines in most areas, for example, washing their hands before eating. However, this good practice is not consistent in all rooms. Children clean their teeth daily after eating. Older children understand the reasons why. They learn about healthy lifestyles through planned topics such as, which fruits and vegetables are good for you.

Healthy menus ensure that children are well nourished. Homemade meals are prepared daily on the premises, for example, roast chicken, potatoes and vegetables. Healthy snacks such as, fruit or bread sticks are offered daily. Individual health and dietary needs are met effectively because staff work well with parents. Drinks of water are freely available to older children and staff ensure that younger children receive regular drinks.

Children enjoy physical activities both in and out of doors. Children use outdoors as much as possible. They use a good variety of wheeled toys that offer a variety of challenges to children, for example, learning how to ride a scooter or ride a bike with a trailer on the back. A wide variety of equipment to help children develop skills and confidence in climbing is freely available such as, climbing frames for all ages. Staff plan physical activity indoors if the weather is bad, for example, exercise to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment. Children's work is valued and there are many examples on display throughout the nursery. The porch and hallway have information on display for parents and further information is displayed within each room. Space is well organised and children are able to choose their own activities. Children use good quality, suitable equipment that is checked regularly for safety. However, there were no resources available in the outdoor kitchen area or playhouses during the inspection.

Children learn to keep themselves safe in nursery, for example, staff telling them to walk in nursery or teaching children to use stairs safely. Children willingly help staff to clear away toys to get ready for the next activity such as singing time and create clear floor space so they can move safely. Staff undertake risk assessments for outings and obtain written consent from parents. Staff use suitable equipment, such as reins when children are walking.

Children are safeguarded because staff have a good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in nursery and settle easily into activities as they arrive because staff are there to greet them. Children take part in a good range of activities that support their development and learning. They enjoy painting, playing with water and exploring using their senses, for example, feeling jelly cubes. Children have sufficient time to try out new experiences and staff are readily on hand to assist without taking over. For example, a child was trying to fit a road track together, trying every way they could think of then turning to a member of staff to get support to solve the problem. Children under three benefit from staff using the 'Birth to three matters' framework to plan a wide range of experiences for them. Staff record children's development but not all staff plan for individual children's next steps for learning. Children benefit from planning that ensures all children experience everything and do not miss out on things such as 'gloop' (a mixture of corn flour and water). Children have good relationships with staff and are confident to ask for what they want. For example, asking staff to read a particular book during a free play session and having it read to them.

Nursery Education

The quality of teaching and learning is good. Children benefit from staff's good understanding of the Foundation Stage. The room is set out into planned areas and children confidently use these during planned time for free play using continuous provision. Children's development records show that they make good progress and staff gather information on what children can already do. Staff assess children's knowledge through observations and more formal assessment but do not yet use this information to inform the planning.

Children work well independently and are confident to express their own needs. They concentrate well on self-chosen activities, for example, during role-play in the hairdressers children talk confidently on what they want done with their hair, for example, 'I want mine grey'. Children are confident at writing for a purpose as they make appointments in the book for the 'customers' next appointment. They make a note in the office diary as they take phone messages. Children handle books confidently and help themselves to them during free play. They listen well to planned stories at set times.

Children learn about counting and size during free play as staff develop their play by asking appropriate questions, for example, how many castles and which castle is the biggest, as children play in the sand. They take part in planned experiences on the computer such as learning to control the mouse as a starting point, before moving to more advanced programmes.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work effectively with parents to meet individual children's needs and ensure that they are fully included in the life of the setting. Good settling in procedures help parents share information on their child with their child's key worker. Staff become familiar with individual children's needs before they are left in their care. Children feel a sense of belonging, for example, as they use their drawer to store their work. They are confident to make their own choices for play from the variety of toys around them.

Children behave well and staff are supported by a clear behaviour management policy to ensure any unwanted behaviour is dealt with in a consistent way. Staff act as good role models for

children and encourage children to use please and thank you at meal times. Children are praised for wanted behaviour. They benefit from a good range of activities and resources that help them value diversity. Staff sensitively challenge remarks made by children regarding equality of opportunity on gender encouraging children to think of situations in their own lives. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive information on the nursery including about what children are learning, for example, 'A Day at Rainbow' and the information in the nursery policy book. They are invited to parents evening where staff display children's activities and use cards to emphasise what children learn from these activities and look at their child's work books. Staff discuss the Foundation Stage profile with new parents to raise awareness of its content. Parents are invited to join in to share their expertise. Plans of what children are doing are displayed in the room on the notice board. Parents receive feedback on their child's day verbally and parents of younger children also receive written information on their child's routine.

Organisation

The organisation is good.

Good recruitment and vetting procedures ensure that children are well protected and cared for by staff with knowledge and understanding of child development. Systems are in place to make sure that staffing levels positively support children's care, learning and play. Training is given a high priority and children benefit from new ideas from training, for example, the 'Birth to three matters' framework introduced for children under three. Comprehensive policies and procedures are in place to support the smooth running of the nursery. Detailed records are in place to make sure that children receive appropriate care.

The quality of leadership and management of the nursery education is good. The management team have a clear vision for nursery education that children learn through play. Staff are able to identify current areas of strength and improvement in the Foundation Stage. Effective induction procedures are in place for new staff. Individual staff training needs are identified through discussion. Staff attending training share the new knowledge with other members of the team.

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

Improvements since the last inspection

Care

At the last inspection the provider agreed to: ensure staff engage in safety procedures as part of their induction; ensure the complaints procedure included the phone number of the regulator and review nappy changing procedures to allow privacy for children.

Staff now have an induction programme that includes the fire drill procedures. The complaints procedure for the setting is now clearly displayed along with poster with Ofsted contact details. Nappy changing procedures are now improved because changing mats have been repositioned to provide more privacy for children.

Education

At the last inspection staff agreed to consolidate the newly introduced assessment systems and planning to ensure clear links are made between what the children know and can do and planning of activities which support the next steps in their learning. They also agreed to provide children with more challenges and questions to develop their knowledge of number and solve simple problems through play. Children now help staff to set the table at lunchtime and count and match cutlery.

There have been changes in staffing since the last inspection. Staff now have knowledge of the assessment system and know what children know and can do. There is no formal system in place to identify individual children's next steps for learning or use this information to inform the planning.

Complaints since the last inspection

There have been three complaints made to Ofsted since 1 April 2004.

Ofsted received concerns relating to National Standard 6: Safety. The concerns were originally shared with another agency. A childcare visited the provision on 15 November 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

Ofsted received concerns relating to National Standard 2: Organisation. A childcare inspector visited the provision on 19 October 2005. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

Ofsted received concerns relating to National Standard 2: Organisation. A childcare inspector visited the provision on 16 July 2004. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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 that all children wash their hands before eating
- ensure that all children have individual bedding.

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):

- use observations of the children to plan the next steps for learning for individual children and use the information to inform the short term planning. (This also applies to care.)

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