

# Rainbow Private Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	400088
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<b>Registered person</b>	Rainbow Nursery School Limited
<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 good.

### WHAT SORT OF SETTING IS IT?

Rainbow Private Nursery School has been registered since 1990. It provides care for children aged from six weeks to school age. The nursery is accessible from the A1 and A64, serving the surrounding rural and urban areas. The nursery operates from two separate buildings on the same site with the pre-school children being accommodated in two rooms of the front building. The nursery has many secure outdoor play areas for children's use.

The nursery opens each weekday from 08.00 to 18.00 all year round, excluding bank holidays. There are currently 247 children on roll in the nursery school, 78 of whom receive funding for nursery education. Older children are taken to and collected from local schools. The setting welcomes children with learning difficulties and disabilities and those for whom English is an additional language. Altogether, there are 39 full time members of staff and 19 part time members of staff, most of whom have relevant qualifications. The nursery receives regular support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through many effective practices and routines. Older children's understanding of personal hygiene is well promoted through discussion and simple explanations and they are competent and consistent in their personal care. Children know that they need to wash their hands before eating and after using the toilet. Children have good access to hand-washing facilities and practitioners help them to learn that 'germs can make poorly tummies'. Practitioners use protective gloves and aprons when changing nappies to prevent the spread of infection, although no attention is given to ensuring babies' hands are clean after each nappy change. Not all changing areas have sufficient ventilation to ensure unpleasant odours do not permeate the areas where children play. Children are well protected from infection through the implementation of a clear, effective sickness policy which is shared with parents.

Practitioners demonstrate their understanding of babies' emotional well-being and a named key person is assigned to each child, with primary responsibility for the child's individual care. As a result, babies form secure attachments to consistent adults and they are smiley, confident and sociable in the setting.

Children enjoy a healthy balanced diet which includes plenty of fresh ingredients. All staff are aware of all children's special dietary requirements. Menus are carefully prepared to ensure children are well nourished and these are varied over a three week period. Children enjoy their food which is prepared by two designated cooks and served in good quantities for their needs. Children's understanding of healthy eating is well promoted through discussion of the benefits of eating fruit and vegetables. Older children say 'eating fruit and vegetables makes you grow big and strong like my Dad'. By contrast, children say that 'eating lots of sweets and biscuits make your teeth go bad and fall out'. Children have access to drinks at regular intervals throughout the day. Children's independence at meal times is encouraged and they are competent in using appropriate cutlery, with practitioners on hand to support and assist as required. Babies and younger children enjoy the social interaction as they eat together. Older children serve their own food and they demonstrate lovely table manners as they sit down to enjoy their meals together.

There are many opportunities for children's physical development, indoors and outdoors. Very young children explore their environment safely and their rapidly increasing physical skills are promoted through well planned activities. Practitioners support babies as they gain control over their bodies and there are good opportunities for them to practise new skills. Very good use is made of the spacious outdoor areas which enable children to move with confidence and control and show awareness of space, of themselves and others. Older children enjoy using suitable challenging equipment and there are extended opportunities for more able children to develop their skills with large equipment, such as for climbing. They demonstrate their understanding of the changes that happen to their bodies during exercise. For example, they talk about being 'hot and sweaty', describe how they 'feel dizzy', say 'it makes your face go red' and they say they need a rest after running fast.

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

The provision is satisfactory.

The environment is welcoming and stimulating to children, with their art work attractively displayed and interesting decorative ceiling mobiles. Friendly, approachable practitioners greet children and their parents and this helps to create a sense of belonging and value. Most areas within the setting are used to good effect although children using the sensory room are often distracted by people coming in and out of the room.

Many positive measures are taken to ensure children's safety. For example, entry into the premises is very well monitored and controlled and good systems are in place for the safe arrival and departure of children. Parents are reminded about taking care when driving into the nursery grounds, with a strict speed restriction in place. Practitioners are vigilant about children's security and clear procedures are followed to ensure they are safeguarded. Risk assessments identify possible hazards to children and practitioners are alert to everyday dangers, such as checking that no children are playing near to opening doors.

Staff facilitate children's play and children move freely and independently with appropriate supervision. Children enjoy using a wide range of good quality resources that are safe, suitable, purposeful and checked frequently for safety. There is a good range of suitable furniture and equipment which mostly meets the needs of the children. However, there is no suitable seating in the baby rooms for practitioners to sit comfortably and cuddle babies, such as when looking at a book or giving a bottle feed. Babies enjoy exploring some natural objects as well as purposely designed toys, although the range of natural materials available to them is limited.

Children's understanding of how to prevent accidents is well promoted through appropriate boundaries, clear, simple explanations and reminders from staff. For example, they are asked to take care when playing near to doors, reminded not to run inside and to take care when using wheeled toys outside in order to avoid accidents. Children regularly participate in fire evacuation procedures which are discussed to encourage them to take personal responsibility for their safety. Fire safety precautions within the premises are implemented and the setting takes advice from the fire officer to this effect. There are clear evacuation notices displayed within the building so that everyone is aware of their responsibilities.

Staff have a very clear understanding of how to safeguard children and protect their welfare. They are fully aware of the procedures to follow should there be a child protection concern or allegation and they have a confident knowledge of their role in this aspect of caring for the children.

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

The provision is good.

Children are confident, happy learners who enjoy coming to the setting. There are good relationships with staff who understand children's needs and work hard to ensure play is adapted to suit their interests. All ages of children are well supported in their play through positive interaction with practitioners who are enthusiastic and actively contribute to promoting children's learning.

Very young children enjoy many experiences as they grow in independence and interact with their environment. Play is well planned to ensure opportunities for children are varied and meet their needs. Babies are curious and interested in their surroundings and practitioners ensure

they are stimulated through sensory play and friendly interaction. For example, babies enjoy playing with shredded paper and animals and practitioners play alongside them to encourage their learning, asking what noises the animals make. Children enjoy plenty of music and singing and they join in happily. Practitioners have a very good knowledge of children's individual abilities and they ensure play opportunities offer sufficient challenges for their development.

The two-year-old children in the setting have fun learning through play and first hand experiences. Practitioners are interested in what the children do and they support children well, fostering their independence and enabling them to make simple decisions within the everyday routine. Children are happy, settled and confident as they freely choose between indoor and outdoor activities. Practitioners understand the needs of two-year-olds and they give them time to play uninterrupted so they become engrossed in their activities. Children thoroughly enjoy sensory experiences with different textures, such as corn-flour 'gloop', sand, water and paint and practitioners extend their developing language by helping them talk about 'sticky' and 'drippy' which children happily repeat. Children enjoy imitating adults in role play situations and they are beginning to use their imaginations well. Practitioners ensure plenty of time is given for cuddles and affection as they respond warmly to children's needs.

Children who use the out of school facility are consulted about the activities they would like and they have plenty of choice to use their own ideas and express themselves. They make attractive posters to illustrate how much they enjoy coming to the setting and what they especially like about it.

#### Nursery Education

The quality of teaching and learning is good. Practitioners understand the Foundation Stage and the stepping stones to children's learning and this informs the planning. Practitioners evaluate and assess activities and they use daily reflective logs to show the next steps in the children's learning within the group. Children's progress is recorded, although there is no procedure for identifying what individual children know and can do upon entering the setting, and what they need to do next. Practitioners use appropriate techniques to promote children's learning, including the use of daily routines to skilfully question children, offer appropriate challenges and encourage them to recall past activities. Resources are of very good quality and easily accessible so that children engage in self chosen challenges.

Children enjoy good relationships with adults and their peer group. They are considerate and caring towards others and are very good at sharing and taking turns. They demonstrate high levels of independence and confidence in the daily routine, such as at snack time and when working alone or in a group. Children understand how to behave and they have regard for the 'five golden rules' displayed in their playrooms. Children contribute well to keeping their environment tidy and they willingly join in with their peers to tidy away when appropriate.

Children identify their names in print and are beginning to write them using recognisable letters. Children understand that print has meaning and are able to recognise and link sounds to letters, for example, children know what letter sound their name begins with. Children enjoy books as they read them together and practitioners help them to understand how books are made up, enabling them to make their own.

Children use mathematical language and count in everyday ways. For example, when helping to make dough, children talk about light and heavy or half-full and they count the spoonfuls of flour that is used. Children are able to count easily to 10 and beyond and they demonstrate

this with confidence in many situations. Children are becoming aware that numbers carry meaning as they talk about things like telephone numbers and how old they are.

Children are curious and inquisitive learners. They eagerly ask questions about how things work, explore their environment and take an interest in what they see. For example, they make telephones and discover which one works. Children access simple programmes on the computer to help them learn about information technology and they are skilled in the use of the mouse and the keyboard.

Children's fine motor skills are good and are promoted through the use of a wide range of resources, such as jigsaws, scissors, pencils, tools for malleable play and construction toys. Children have free choice within their activities to select their own challenges and to refine their skills through plenty of repetition. Children freely select tools and mark making equipment and they show increasing skill and determination as they gain control.

Children's creative development is fostered well. They especially enjoy using their imaginations in role play situations. For example, they play in a home made car and describe going to Lotherton Hall as they make the sound of the engine and check that seat belts are being worn. Children tell imaginative tales about whales and sharks and they are enthusiastic as they describe what is happening. Children enjoy creative art and craft and they experiment with different textures and colours. Their recognition of colours is further promoted within all activities, including matching games as well as in everyday ways.

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

The provision is good.

Children are valued, respected and well cared for in the setting. Practitioners are good role models and they have a positive attitude to treat all children with equal concern. Children's spiritual, moral, social and cultural development is fostered. All children are given good support in considering and valuing diversity through a wide range of resources and activities. Children with learning difficulties and disabilities are very well supported by designated staff who clearly understand each child's needs. Close communication with parents and other agencies ensures the needs of individual children are very well met and practitioners are supportive in promoting outcomes for all children. An inclusive environment ensures children have good opportunities to be purposefully engaged in play according to their developmental needs.

Children behave very well and effective strategies are used to manage their behaviour. Younger children's attention is redirected if unwanted behaviour occurs and practitioners encourage children to share and play together. Older children are fully aware of the expectations for their behaviour and they are settled and confident in this knowledge. Practitioners use positive language and they show good examples for children to follow. Children receive positive encouragement and meaningful praise which raises their self-esteem and confidence. Older children who use the out of school service are encouraged to have a sense of ownership for their facility and they help to make the rules for acceptable behaviour. Their artwork is attractively displayed around their rooms, along with items that interest them, such as stories about the recent earthquake, and this enables them to feel valued.

Partnership with parents and carers is good. Parents feel welcomed and valued at the setting through the provision of regular good quality information. Children who are new to the setting are supported with a settling in process which enables them to separate from parents and carers at their own pace. General information about the setting and children's activities is shared with

parents through daily exchanges with practitioners and through parents' information boards. Parents whose children are in receipt of funded nursery education receive good information about the Foundation Stage and what their child is expected to learn through a pre-school booklet which explains the early learning goals. Parents are able to view their child's record of achievement at any time and they are encouraged to be involved in their child's learning through providing resources to link with topics. Parents are welcome to share their particular skills with the group, such as joining in with art and craft activities. Parents have a clear understanding of the service offered and the care their children enjoy.

## **Organisation**

The organisation is satisfactory.

Space is mostly well organised with designated areas for children to play and relax and there are sufficient numbers of staff in place to meet the required staff to child ratios in each age group. However, the nursery has exceeded the numbers of children under two that it is registered for and this is a breach in the conditions of registration. Detailed policies and procedures are implemented to contribute to children's welfare, care, learning and enjoyment. Practitioners are very professional in their approach to their work and they communicate effectively as a team.

Children of school age are taken to and collected from six local schools and there are effective procedures in place to ensure their safety and well-being. Care for these children is organised within two rooms with plenty of opportunities for them to relax and socialise with their friends.

Leadership and management of the nursery education is good. The management team work closely together to develop the provision and information is shared with all practitioners. Effective leadership and management of the setting ensures the quality of the provision is discussed at team meetings. Managers are supernumerary and are fully involved in all aspects of children's care, leading by example. The setting has suitable systems in place to monitor and assess the provision of nursery education. Strengths are appropriately identified as well as areas for development and these result in plans for further improvements to the provision, such as for the outdoor play areas. Staff are encouraged to develop their knowledge and improve their practice through regular training which enhances the opportunities for the children.

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 of care the provider was asked to ensure extra supervision of children is maintained when moving about the site. Very good measures have been implemented to ensure children are safe at all times in and around the setting. The provider was asked to ensure the refrigerators are maintained at the right temperature and to ensure the policy for lost children includes the procedure for if a child is not collected. Both of these recommendations have been addressed to ensure children's health and safety.

At the last inspection of nursery education the provider was asked to review the organisation of construction and design resources to enable children to select freely and use with more imagination. This has been fully addressed to support children's learning.

The provider was also asked to adopt a systematic approach to recording observations of individual children's learning in the six areas which should then be used to inform planning and

to share with parents on a regular basis. This has been partly addressed although still remains an area for development at this inspection.

### **Complaints since the last inspection**

Since the last inspection Ofsted received concerns in relation to National Standard 6, Safety. This was in relation to a child not being collected from school. The Compliance, Investigation and Enforcement Team contacted the provision. An action was raised asking the provider to ensure positive steps are taken to promote safety within the setting and on outings. Ofsted are satisfied that the provider has taken appropriate action to address the concerns raised and that the provider remains qualified for registration.

## **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 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):

- ensure the conditions of registration are adhered to at all times with regard to numbers of children in attendance
- ensure procedures for nappy changing promote children's good health, particularly with regard to ventilation of the changing area and babies' hand-washing
- ensure there is sufficient comfortable seating for adults within the baby rooms, for example, when bottle-feeding.

#### **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):

- review the existing procedure for recording and monitoring children's progress to show more clearly how children's individual learning is further extended, and introduce procedures for identifying what a child knows and can do upon entering the setting.

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)