

Rainbow House Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY217910
Inspection date	12 December 2007
Inspector	Maralyn Chiverton
Setting Address	29 Common Road, Low Moor, Bradford, West Yorkshire, BD12 0TN
Telephone number	01274 690622
E-mail	rainbowlowmoor@btconnect.com
Registered person	Rainbow House Private Day Nurseries LLP
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?

Rainbows day Nursery is privately funded and is one of two nurseries. It opened in 2002 and is situated in Low Moor, on the outskirts of Bradford. It is a self-contained, purpose-built unit, which has five playrooms.

A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 92 children under five years on roll. Of these, 30 children receive funding for early education. The nursery supports children with learning difficulties or disabilities as well as children who speak English as an additional language.

The nursery employs 22 members of staff, of whom 16 hold relevant childcare qualifications. Five staff members are working towards a recognised qualification. The nursery is a member of the National Day Nursery Association and Pre-School Learning Alliance. It receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff implement good, effective health and hygiene practices and procedures which meet their individual needs well. Children are very independent in their personal care and have a good understanding of the importance of washing their hands. They know this is to wash away any germs which could make them sick. Children's understanding is further promoted through the use of posters and fun pictures of germs displayed in the toilet area. Staff are very pro-active in developing children's understanding and awareness of the importance of a nutritious diet and the impact it will have on their bodies. They discuss how eating lots of fruit and vegetables helps to make children grow strong and healthy.

Children are kept free from infection through an effective sick child policy. They are provided with regular opportunities to promote their enjoyment of exercise through planned activities, such as participation in obstacle courses as well as access to an outdoor activity area which includes a climbing frame and wooden stepping stones. This allows children to move with control and good coordination as well as promoting awareness of themselves and others. Children's understanding of bodily changes after exercise is promoted through discussion. Comfortable cushions and a cosy book area provide good opportunities for children to rest and relax.

Babies and young children under three years of age receive very good attention and support which fosters and promotes their emotional well-being. Their individual routines are discussed with parents when children first attend. Children are made to feel special through an effective key worker system, as well as established shared understandings between parents and carers. Daily routines are flexible and allow for children to rest as well as to follow their own interests.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in a warm and extremely secure environment. The staff implement effective and well written policies and procedures. These include an arrival and collection of children policy and a recording of visitors policy. This ensures children are only able to leave the building with authorised adults. Access to the play rooms is through a key pad system, this ensures no access to unauthorised persons. The effective deployment of staff, space and resources allow children to move freely, with independence and safety. Children's awareness and understanding of personal safety is well promoted through simple discussion. Reminders about safety are an integral part of the daily routine. They know what to do in the event of a fire as fire evacuation procedures are practised and recorded on a weekly basis.

Children benefit from the provision of very good quality equipment and a broad well balanced range of resources that are safe, suitable and purposeful. Equipment and resources are checked daily for safety. Replacements are purchased through a reputable company and they comply with British safety standards. Children are well protected from risk of harm through the sound knowledge and understanding of the staff with regard to child protection issues and procedures. The majority of staff have attended child protection training and have a valid first aid certificate. However, the child protection policy does not clearly reference the Local Safeguarding Children's Board procedures.

Babies and young children under three years of age are provided with good opportunities to develop their own boundaries and make safe choices. All staff share information which is communicated on a daily basis to parents and other carers. This ensures that children are kept safe at all times. Children are beginning to understand the need for a balance between freedom and safe limits; they receive plenty of praise and support which builds their self-confidence.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting eager to participate and join in with a rich, varied and imaginative range of exciting, interesting activities and experiences. For example, they grow vegetables and complete observational drawings of daffodils. Children are very settled and purposefully engaged in their play. They benefit from lots of support and encouragement, as well as close and caring relationships which significantly promotes their self-confidence and self-esteem. Children are encouraged to participate in all activities and to make decisions and think for themselves. Children are well behaved and have a good understanding of right and wrong, which is well promoted through discussion and simple explanation. Babies and children under three years are provided with a good range and balance of natural materials which allow them to build on their natural curiosity and understanding of their immediate environment.

Nursery education.

The quality of teaching and learning is good. It is rooted in comprehensive knowledge and understanding of the Foundation Stage as well as the implementation of detailed planning which links into all six areas of learning. Children benefit from a wide variety of well planned, focused activities which are evaluated to identify and extend their learning. This ensures children are making good progress in all six areas of learning. There are good systems for identifying what a child knows and can do when entering the setting. Staff monitor record and extend children's learning through well written detailed observations. Children have their own individual files which contain pieces of their work as well as photographs of themselves at play. However, these are not linked to the stepping stones to show more clearly what children have already achieved.

Children are well behaved, follow instructions well and respond to praise and encouragement. They play well together and independently. Children enjoy books and handle them carefully, they are well supported in understanding the links between sounds and letters and are able to form recognisable letters. Children count reliably to 10 and beyond. The use of nursery rhymes and a good range of supportive resources help children learn simple addition and subtraction. They enjoy junk modelling and participate in many craft activities, experimenting with colour and different media. A good variety of resources helps them to develop an awareness of technology. For instance, they have regular access to a computer as well as a technology box which contains a camera, remote control as well as film negatives. Children make good progress in their creative development. They use their imaginations well to express themselves and to share their ideas and thoughts. For example, children dress up and engage in role play activities, such as talking on the telephone and making tea for their friends.

Helping children make a positive contribution

The provision is good.

All children are respected and valued as individuals, their personalities well known through an effective key worker system and personal experience of accompanying older siblings attending

the setting. Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution. Children are well behaved. They benefit from the effective promotion of anti-discriminatory practice and equality of opportunity which is fostered by the staff's sound understanding and implementation of well written, detailed policies and procedures. For example, children with learning difficulties or disabilities are well supported through a designated member of staff. Children's understanding of the wider world, similarities and differences is well promoted through discussion and planned activities. Children's spiritual, moral social and cultural development is fostered through the general ethos of the setting which is to respect and to value and care for others.

Partnership with parents is good. Parents and staff work successfully together to meet children's needs by regularly sharing and exchanging information. Parents feel welcomed and valued at the nursery. Their views and ideas are welcomed through the use of a parent comment book. General information about the setting and children's activities is regularly shared with parents who are provided with good information on the Foundation Stage and early learning goals. Parents are encouraged to be involved in their child's learning and are given good opportunities to discuss their child's progress. They receive both formal and informal information about their child's progress as well as a regular newsletter.

Organisation

The organisation is good.

Children access all toys and activities freely and independently through well utilised space and effective deployment of resources, staff and equipment. They benefit from a well organised and managed provision. All staff actively contribute and involve themselves in children's learning which provides a very good contribution to children's, enjoyment, achievement, and the ability to take an active part in the setting. They are fully aware of their role and responsibilities in promoting children's learning and are enthusiastic and motivated. Well written, detailed policies and procedures, which are clearly understood and implemented by all staff, generally promote the care, welfare and safety of all children who attend.

Leadership and management is good. This has a positive impact on children's progress. The setting has a clear vision which is shared with staff and steers the work of the setting. This ensures a shared purpose and collaborative approach to children's care and education based on the 'Curriculum guidance for the foundation stage'. There is a strong commitment to improvement, training and the professional development of staff. They recognise that self-evaluation is the key to continuous improvement and use the information to monitor and assess the provision of nursery education. They set clear, realistic targets and evaluate the impact on children's well-being and learning through the actions taken. The setting is totally committed to providing an inclusive environment where every child matters.

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

Improvements since the last inspection

Following the last care and education inspection recommendations were in place to improve children's safety, welfare and learning. These were to improve opportunities to promote the physical skills of younger children through access to a range of interesting activities and equipment; and to ensure all activities for children aged under three years are safe, suitable and promote their learning.

Further recommendations were to improve planning to clearly show the progression children have made with regard to the stepping stones, to provide more opportunities for children to write for a purpose and to ensure all policies and procedures including child protection are easily available for parents to refer to.

Since the last care and education inspection the setting has taken very positive steps to improve children's welfare, safety and learning. The setting has provided more opportunities to promote younger children's physical skills. All activities are planned to promote children's learning and are risk assessed to make sure they are safe and suitable. Parents receive a parent information pack which includes all policies and procedures used to underpin the running of the provision and children are provided with more opportunities to write for a purpose.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 12, Working in Partnership with Parents. A childcare inspector visited the provision in October 2007. An action was raised to ensure that there are clear systems in place for the daily exchange of information with parents regarding the care of their child. The setting now provides parents with daily written information and daily verbal feedback about the care of their children. Ofsted is satisfied that by taking these steps the provider met the National Standards and remained 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):

- review the child protection policy to ensure the procedures for allegations against a volunteer or staff member clearly reference the Local Safeguarding Children Board's procedures

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 work and photographs link into the early learning goals.

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