

Rainbow Day Nursery

Inspection report for early years provision

Unique Reference Number	253819
Inspection date	12 July 2007
Inspector	Jasvinder Kaur
Setting Address	Stream Road, Wordsley, Stourbridge, West Midlands, DY8 5QX
Telephone number	01384 401112
E-mail	
Registered person	Yvonne Bailey & Sharon Monkton
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 opened in 1991. It operates from a two storey, detached premises located in the grounds of the old Wordsley Hospital between Wordsley village and Kingswinford. Although the hospital is now closed, the nursery continues to provide a full day care service. There are six playrooms available. The baby and toddler unit is located on the ground floor and pre-school children use the rooms on the first floor. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00 for 50 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 61 children aged from three months to under five years on roll. Of these, 19 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/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 16 members of childcare staff and 3 ancillary staff. The proprietor also plays an active role in the daily operation of the nursery. All staff hold appropriate early years

qualifications and one is working towards a qualification. The nursery receives support and advice from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff work in partnership with parents to meet children's dietary needs and are attentive to those needs in implementing children's individual routines. Drinks are offered regularly throughout the session and children know they can ask for a drink when they need one. Older children help themselves to drinks throughout the day. All foods comply with any special dietary requirements to ensure children remain healthy. A variety of freshly cooked healthy food, including fresh fruits, is offered to children at snack and meal times. Children are learning about healthy living through discussion with staff and well planned topic-based activities. They grow some of their own vegetables which are then used in their meals. Most children understand why fruit is good for them and confidently select healthy options at snack times.

Children learn the importance of good personal hygiene through their daily routines and well planned activities, such as learning about germs on their hands and in their 'tummies'. Some children understand and say 'germs make you poorly'. They wash their hands instinctively before eating, after using the toilet and after messy play. They are provided with soap and a plentiful supply of paper towels. Children have good awareness of healthy living and oral hygiene, as they are encouraged to brush their teeth after eating. Children are cared for within a clean and hygienic environment. All staff responsible for food preparation and handling have received appropriate training that includes storing, preparing, cooking and serving food safely and hygienically. Effective hygiene routines are implemented, including cleaning routines for premises and tables before meal times. Good nappy changing arrangements ensure young children are protected from cross-infection. Sound procedures are in place for sick and infectious children, which help to prevent the spread of infection and to keep children healthy. Most staff hold a current first aid certificate. Accident and medication records are well maintained and shared with parents, who counter sign all entries.

Children develop their physical co-ordination through stimulating daily indoor and outdoor experiences. Staff use 'Birth to three matters' guidance well to provide a range of physical play experiences for children up to three years. All are able to rest or be active according to their needs. There are good opportunities for children to learn about keeping healthy through regular exercise. The use of physical play equipment and enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy taking part in a variety of group games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe indoor and outdoor environment. They are closely supervised by staff at all times. Children use good quality toys and equipment appropriate to their age and stage of development. Premises are welcoming to both parents and children, with a wealth of displays of children's art work and colourful posters in the reception area and all playrooms. Information for parents is displayed in the nursery. This includes policies and procedures, planning of activities and staff's qualifications and photographs, which contributes to children's well-being.

Space is well-organised so children can move about freely and safely, including babies who are mobile. Staff monitor access to the provision and visitors are requested to produce identification and sign the visitors' book. There is a good security system in place for the premises. Entrance door is fitted with a lock and clearly visible from inside, ensuring no unauthorised persons can gain access. There is a good system for registering staff's and children's arrival and departure, which is accurately recorded. Children learn about safety through daily routines and simple safety rules which they are reminded of during play indoors and outdoors. All staff are aware of health and safety regulations through induction and well documented policies. This helps most of them to carry out their responsibilities with confidence. However, hot drinks are not always placed out of reach of children. This compromises children's safety. There are effective procedures in place for emergency evacuation and these are practised regularly. For the most part, written risk assessments are effective in identifying and reducing potential risks and hazards on the premises.

Children are well protected because all staff have a clear understanding of child protection issues. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All staff members demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice.

Helping children achieve well and enjoy what they do

The provision is good.

All children enter the nursery happily, separating from their carers with confidence and chatting to staff and their friends in the process. Babies receive positive interaction from staff, who spend time talking, holding and playing with them. Lots of cuddles, one-to-one attention and eye contact help to promote their well-being. They explore their surroundings and are provided with challenge and support to encourage them to crawl, pull themselves up to their feet and learn to walk. They develop their learning skills through planned activities and daily routines such as painting, listening to music, singing and being read to. Babies under one year respond to singing activities through facial expressions and body movements. All babies have the freedom to engage and play with many sound, shape, colour and push-button toys daily.

Children between the ages of two and five make steady progress through staff recognising the uniqueness of each child. They settle well and are involved in a range of activities which they enjoy. They engage adults and peers in conversation, talking about their family and personal experiences, sharing what they know. For example, they say that 'they and their mum had a hair cut or they have been to the doctor's'. Children have positive relationships with the staff and receive attention when they need support. They play happily together and with adults, using resources, such as puzzles, water tray, construction sets and a wide range of materials for arts and crafts. Musical activities, including singing and action rhymes, contribute to children's communication and creative skills. Exploration through paint, dough, sand and water helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and learning-friendly environment in which they are happy, content and well cared for.

Nursery Education

The quality of teaching and learning is good. Children show good levels of concentration and are interested in a varied range of stimulating activities. Staff and the managers work together well and share ideas to cover the six areas of learning for children. The staff, who provide

nursery education, have a good knowledge and understanding of the Foundation Stage and planning incorporates all aspects to promote children's learning. An effective key worker system ensures children are cared for by consistent staff. Children are confident in approaching staff about their needs. They readily talk to adults and their friends to share their personal experiences, such as family birthdays and holidays. Planning is good, links clearly to stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. However, this planning does not include how children will be grouped or staff will be deployed during structured activities. Consequently, children occasionally leave an activity before they have finished because their attention has been drawn away by a different activity going on in another room. Staff use regular observation of children's play and learning to plan their next steps. Children are eager to face new challenges in a safe and effective learning environment. Staff ask questions to make children think about what they are doing and develop ideas.

Children form good relationships with staff and proudly show their artwork and writing to them. Individually, they have good independence skills and are able to choose activities for themselves. They learn to show care and concern for others through daily routines and role play, such as caring for a doll. Children are happy to speak in a familiar group. They pay attention, concentrate and sit quietly during circle times and when otherwise appropriate. Older children are becoming aware of the setting's daily routines. For example, they take off their shoes without being asked by staff, before using the soft play equipment. Their self-confidence is growing as they talk excitedly about things that interest them. Their self-esteem is enhanced as their work is praised by the staff in front of the group.

Children develop their communication skills through routines and planned and unplanned activities, such as singing nursery rhymes and reading stories. They listen and respond with enjoyment during group activities and meal times. Children extend their vocabulary by sharing their thoughts and experiences. They use speech to explore real and imagined experience, such as making a pretend phone call to their parents or saying 'My doll's temperature is extremely high.' Most children recognise their names on their work trays. Some are able to read and write their own and their friends' and doctor's names. There are good opportunities to link sounds and letters during daily routines. Children have access to books, paper, pencils and crayons in the writing area. Most children use pencils correctly both to draw lines and make marks. They are confident in expressing their preferences and ask staff to sing their favourite nursery songs.

Children show good developing understanding of numbers, shapes and colours through planned activities and daily routines, such as matching numbers with their hats and placemats at mealtimes. Most children confidently recognise shapes and numbers. They explore practical mathematical activities to count and to talk about the shapes of everyday objects. Good opportunities are provided to develop simple calculation skills, use language to make comparisons or to solve practical problems. There is a good range of displays and resources, such as calculators, magnetic and plastic number shapes, flash cards, puzzles and jigsaws for children to improve their mathematical skills.

Children explore and investigate objects and materials and find out how things work. There are good opportunities for them to familiarise themselves with information and communication technology (ICT) through the use of a computer. They gain good mouse control and learn how to use simple programmes. This gives them opportunities to begin to develop their understanding of how technology can help them in their lives. Children show interest in the world around them while taking part in themed activities, such as construction work in their neighbourhood. They look closely at the similarities and differences in shape, size and patterning of shells and

stones. They also listen to the sound made by shells when put against the ear. Children have a sense of time, as they talk about past and present in their own lives and other people they know. They use appropriate language, such as 'yesterday' and 'tomorrow'.

Children's physical skills develop through a variety of activities, including dance and movement. They move confidently, safely and with control while playing with a wide range of resources, such as cars, scooters, rickshaw and climbing frame with slide and steps. Children show awareness of their own space and that of others while queuing up and playing. Older children recognise the changes that happen to their bodies when they are active. Children are engaged in activities requiring hand-eye coordination and show increasing skill in the use of scissors, construction sets and rolling, patting and twisting malleable materials.

Children explore colours, textures and shapes and express their thoughts and ideas through a wide range of resources. Good opportunities are provided to develop their creative talents, as they create their own art work alongside more structured art activities for the purposes of themed pieces or a wall display. They paint and draw, make shapes and collages by pasting and cutting and play with water. Children enjoy singing their favourite nursery rhymes from memory. Younger children join in by moving spontaneously to familiar sound patterns. There is a good range of musical toys and instruments. Children use their imagination in role play, stories and using equipment imaginatively and pretend to be builders.

This means that children's educational needs are met well.

Helping children make a positive contribution

The provision is good.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. In group situations they listen to each other and wait patiently for their turn to speak. Children are encouraged to say 'please' and 'thank you' and put toys away at tidy up time. Strategies for managing children's behaviour are appropriate and ensure that children are not humiliated in any way. Children with disabilities are supported, as the Special Educational Needs Co-ordinator (SENCO) has a good understanding of addressing all children's needs in consultation with their parents, other staff and professionals. Consequently staff are proactive in providing an inclusive service.

Children play in a warm and welcoming environment where staff are approachable and sensitive to children's needs. Children have positive relationship with staff. A range of activities arranged by staff are available for children to initiate their own play. Children have appropriate opportunities to learn about themselves, each other and the world around them through planned activities. There is a wide range of displays reflecting diversity. Children have access to an appropriate range of resources depicting positive images of diversity. This means children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good written information on how the setting operates and have access to all policies and procedures. Exchange of daily verbal feedback ensures that children's routines are followed to meet their individual needs. Regular newsletters keep parents informed of the activities and events within each of the settings and how they can become more involved. A detailed and effective complaints procedure is in place. Parents receive clear information on the educational programme provided for their children. Topic-activity sheets on the notice board inform parents of the current activities and they are kept informed about their children's progress. An 'open-door' policy is maintained to enable

parents to talk to staff if they wish to do so. Staff ensure that all parents know how their children are progressing and developing.

Organisation

The organisation is good.

The leadership and management of the setting are good. The management team have a clear understanding about the service their setting provides and have a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice and guidelines and can develop and extend their experience through relevant trainings. Staff meetings and a clear management structure help to ensure that staff remain committed to providing an exciting, happy, comfortable and caring environment for the children in their care.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. They receive support from the Local Authority to improve the quality of education for all children. Good child to staff ratios mean that children have good individual attention where required and this helps them to develop well. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, take pleasure in working with children and have completed appropriate checks.

Documentation, policies and procedures are organised very well and are clear working documents. Regular review of procedures ensures that these documents work in practice, with involvement from all staff so that they are clear about what is expected. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Most records relating directly to children are stored confidentially and in line with requirements.

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, to improve the standards of care, the pre-school was required to: ensure the ongoing maintenance programme is effective in identifying and rectifying maintenance and safety issues; improve facilities for staff to take their breaks and make sure that bedding used in cots is suitable for the purpose and used as directed.

All of the recommendations have been successfully addressed. The maintenance programme has been completed satisfactorily. The kitchen and some of the playrooms in the nursery have been replastered and decorated to meet children's needs. During staff break, they either go outside or use a partitioned off area of one of the nursery rooms. Suitable bedding has now been supplied for all cots and staff know how to use it.

At the last inspection, to improve the nursery education, the pre-school was required to further develop key staff's knowledge and understanding of the foundation stage curriculum. The Staff have now improved their knowledge through training, help from the managers and consulting the teacher mentor for the local authority. This means children's needs are met regarding these issues.

Complaints since the last inspection

Since the last inspection Ofsted has received two complaints. On the 23 February 2006 Ofsted received concerns regarding staff ratios and the safety of the setting in relation to the stair gates. Ofsted conducted an unannounced visit on the 9 March 2006 to investigate these concerns under National Standard 2 (organisation) and 4 (physical environment)

The visit showed that ratios were being met, but on occasions the provider admitted that ratios were not always maintained. Two actions were given under National Standard 2 these are to “ensure staff and child ratios are met at all times through the effective deployment of staff” and to “ensure there are effective contingency plans in place to cover staff absences”

The stair gate was checked by the inspector and the bolts are a spring action and therefore hard to open by children. However, the gate is effective if both bolts are used, the inspector found that only the top bolt was across and this bolt is accessible to children. An action was set under National Standard 6 to “ensure the stairs are made inaccessible to children”.

A satisfactory response to the actions set was received on 7 April 2006 and the provider remains qualified for registration.

On the 10 March 2006 Ofsted received concerns regarding inappropriate behaviour by a member of staff and a visitor being left alone with the children. Ofsted carried out an unannounced visit to the premises on the 14 March 2006 to investigate these concerns.

The investigation looked at the following National Standards, 1 (suitable person), 6 (safety) and 11 (behaviour management). At the visit staff were interviewed and there was evidence to suggest that the visitor had been left alone with the children for a short period of time. There was also evidence to suggest that a staff member may not have acted appropriately towards a child.

Ofsted has therefore given the provider two actions which must be adhered to these are under National Standard 1 to “Ensure individuals who have not been vetted are not left alone with children” and National Standard 11 “ensure physical punishments, or the threat of them, are not used”

A satisfactory response to the actions set was received on 13 April 2006 and 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- take reasonable steps to minimise hazards to children, with particular reference to preventing access to hot drinks.

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):

- ensure planning of structured activities includes how children will be grouped and staff will be deployed to maintain children's interest.

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