

Rainbow Day Nursery (Newcastle) Ltd

Inspection report for early years provision

Unique Reference Number	218473
Inspection date	29 June 2007
Inspector	Lynne Milligan
Setting Address	21 Castle Hill Road, Newcastle, Staffordshire, ST5 2SX
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Registered person	Mr Allan Massey & Mrs Sharon Massey
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 Day Nursery opened in 1986. It operates from a large terraced type property on the outskirts of Newcastle-under-Lyme town centre. There are five rooms used by the children. There is a fully enclosed outdoor area at the rear of the nursery. The nursery serves the local area.

There are currently 57 children from birth to 5 years on roll. This includes 17 funded 3-year-olds and nine funded 4-year-olds. Children attend a variety of sessions. The setting welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07.30 until 17.45.

There are 12 staff who work with the children. All of the staff have an Early Years qualification to NVQ level 2 or 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are mostly protected from cross-infection as the setting has secure procedures and policies in place. Acceptable standards of hygiene and cleanliness are maintained as the staff carry out daily checks of the rooms and all resources. Therefore, children access a setting which is clean and fit for purpose. Staff promote health by wiping down surfaces with antibacterial spray and ensuring that floors are kept clean. Children generally learn to keep themselves healthy as they follow established routines. They learn about the importance of 'getting rid of the dirt' as they wash their hands before snack time and after visiting the toilet. However, younger children do not always have their hands washed before eating and staff do not always wash their hands before serving food and feeding babies. Children have individual flannels which reduces the potential for germs to spread. There is an exclusion policy for ill or infectious children and any child who becomes ill at the setting is appropriately cared for while they wait for a parent to collect them from the premises. This ensures that the basic health of all children is maintained.

Staff ensure that children are promptly and appropriately cared for should they have an accident or if medication is required. Most staff are first aid qualified. They seek to ensure that parents sign to give consent for medication to be administered and to acknowledge the dose given. Accidents are also fully recorded and shared so that children receive appropriate care.

Children are adequately nourished as they are provided with healthy snacks such as fruit and toast. Meals provided include fresh fruit and vegetables combined with a mixture of processed foods. Consequently children's dietary needs are not always fully promoted. Older children have independent access to water throughout the day but younger children are only offered water or milk at snack times. As a result, some children remain hydrated and comfortable throughout the session. A healthy lifestyle is promoted as children have regular opportunities for physical exercise. They engage in active play as they run, jump and balance on a wide variety of equipment. Children learn to negotiate space with increasing confidence as they pedal tricycles enthusiastically. They explore their environment as they run around pretending to be Superman. They improve their hand and eye co-ordination as they help each other into their dressing up clothes. Children also develop good manipulative skills as they use pencils, crayons and scissors with increasing accuracy. Their physical development is, therefore, successfully promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment where risks to them are limited through good safety and security procedures. All exterior doors are securely locked enabling staff to monitor access at all times. Children are therefore successfully protected from uninvited visitors and from leaving unaccompanied. Risk assessments are completed regularly and daily safety checks are made. All indoor and outdoor areas are effectively maintained with gates used to block off any areas that may present a risk. This ensures that children remain safe and constantly supervised.

Children use a wide range of safe good quality resources. They are able to choose from the broad range of activities that are planned for each day. As children play staff set clear boundaries

for them to ensure their safety. Children respond positively as the staff clearly explain why they must follow rules. Children know that they might fall or cause an accident and so respond positively to instruction not to run inside or leave toys in the middle of the floor. As a result, children are learning to take responsibility for keeping themselves safe. Practical activities also promote children's understanding of safety. The setting regularly practises their evacuation procedure and children demonstrate a good understanding of how to follow instruction calmly. This helps to ensure their safety in the event of an emergency.

The good knowledge demonstrated by staff in relation to child protection procedures helps to ensure that children are protected from harm and neglect. Staff members fully understand the correct procedures to follow and have a clear understanding of signs and symptoms that may indicate abuse. They are confident about their role and responsibilities in prioritising children's welfare. This ensures that any concerns can be promptly shared and passed on to the correct authorities. The written procedure to be followed should an allegation be made against a member of staff is not clear, however, staff are confident of what to do should this occur. This safeguards children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy at the setting. They have warm relationships with each other and with the staff. This is a result of the considerable commitment staff make to ensure they feel welcomed. Children are treated with respect and their contributions to the setting are valued. Their work is displayed around the room and they are encouraged to share their home life with the setting. For example, they bring in photographs of their families and put these on display. There are plenty of opportunities for children to snuggle up with staff as they read stories or play alongside the children. As a result, children are relaxed and comfortable as they develop a positive sense of belonging.

Children learn right from wrong as positive actions are rewarded. They are encouraged to behave well through the skilful use of praise and encouragement. For instance, whilst waiting for their lunch, children are encouraged to be quiet so that the fairies will come back and bring their dinner. Staff reinforce all their positive efforts by saying 'well done' or 'thank you' as children share toys and speak nicely to each other. Consequently, children have good levels of self-esteem.

Staffs understanding of the 'Birth to three matters' framework is strong. They use a good system to record children's achievement and progression following the framework. The framework is reflected in their planning and staff informally adapt activities to ensure younger children are able to participate and make progress. For example, they place a strong emphasis on creative play which enables younger children to explore with their senses, yet extension opportunities for older children are endless. Children understand the routines of the group and come together happily for group activities such as music and dance, equally staff effectively manage the activity to ensure that everyone is able to join in and contribute.

Children enjoy a good range of stimulating experiences that encourage their intellectual and creative development. Their preferences are respected as they move freely around the setting to access resources. For example, they enjoy describing their superhero as they re-in act the time they were saved and how they gained superpowers. Other children are immersed in creative activities as they explore paints on their hands or whisk the bubbles in the bowl as fast as they can. Quieter activities such as reading, crafts and jigsaws are also enjoyed. Staff encourage all

children to be actively engaged and language skills are effectively developed as staff talk to them about their activities. Children use words such as 'pastry' and 'cutters' as they demonstrate their baking skills whilst making biscuits. As a result children's social skills are developing well.

Nursery Education.

The quality of teaching and learning is good. A good balance of adult-led and child-initiated play ensures children are motivated and engaged in a broad range of developmentally appropriate activities. Staff use their good knowledge of the Foundation Stage and how children learn to provide a stimulating environment which reflects all children's background and the wider community. Staff use an effective range of teaching methods to motivate children so they are keen to learn and make progress. They use successful strategies to engage and interest children, for example, before snack time they are engaged in singing as they sing 'Scooby Doo where are you' whilst waiting for their turn to go to the toilet. Staff constantly join in with children's play to extend their learning and they informally adapt activities to provide children with realistic challenge.

Planning is based on topics and is balanced across the six areas of learning and is linked to appropriate stepping stones. Assessment is based upon meaningful observations recorded in children's records of progress and staff informally consider children's next step in learning. They have devised an effective system of evaluating these records to formally identify children's next step in learning to use as an aid to future planning. Staff manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour.

Children enjoy their time at the setting. They have a positive attitude to learning and become confident and self-assured in their play, negotiating and interacting well with their peers to share ideas and experiences. They develop their self-esteem and take great pride in their achievements, for example, actively seeking out staff to show them what they have done. Children play together well cooperating and offering their own suggestions when in the large well-resourced room.

Children confidently recognise their own name and make good use of the well-resourced writing area. They have good pencil control, for example, when copying their name to write letters to their 'daddies' or to label their own pictures and make excellent use of descriptive language when explaining their pictures. As a result children confidently ascribe meanings to their markings and independently write for a variety of purposes. Children know familiar letter sounds and are able to identify the letters in their name as they spell out their registration cards. Their language skills are developing well; they speak with confidence and have an extensive vocabulary as they talk about when they looked at a millipede through a microscope. Children enjoy books and handle them correctly showing an increasing awareness that print carries meaning as they follow text with their finger.

They use mathematical language during their play and often practise their counting skills. Children enjoy activities such as matching bears to develop their number recognition and some children demonstrate simple calculation skills when adding together the big and small bears. Children also frequently use size and positional language correctly during their play, for example, big, high, long, massive, inside, on top and at the bottom. Children are also developing an awareness of size and shape as they stand next to each other to see who is the 'biggest', questioning 'are we the same size?'. Children competently display their skills when using the

computer and operate everyday technology in their play. For example, they dial the numbers and enjoy talking to their 'mummies' on the telephone.

Children construct with a purpose in mind and describe what they are doing. For example, a child explains why he is carefully pushing the train carriages together; 'they won't go round the track if they are not together and then they will crash'. He carefully ensures that each of the carriages are connected and that the track is straight so there are no gaps. He perseveres on this self-initiated challenge for a long period of time developing his awareness of size, shape and space.

Staff promote physical development well. Children have regular opportunities to be outdoors and they take part in a wide range of activities such as climbing, running, jumping and playing on the swings. Sit-and-ride toys, tricycles and physical play equipment are provided to enable children to take part in active physical play. Children operate wheeled toys confidently and are able to stop, start and change direction with ease to avoid obstacles.

Children take part in activities to learn about living things, they show curiosity talking about when they looked at the millipede under the microscope. They make good use of their imagination in planned and spontaneous role play situations both inside and out. Children act out doctors as they play in the surgery. They take it in turns to be the patient and the doctor. Using the stethoscope they listen to each other's hearts and write out prescriptions for medicine. They explore their creativity while experimenting with a range of media and materials when making patterns in the wet washing powder. Children create freely from their own imaginations as they take part in collage, construction, painting and musical activities. They particularly enjoy music and singing sessions as they sing 'the wheels on the bus'. They explore sounds as they sing 'ssshh' as all the babies on the bus fall asleep and when the grandmas go 'Knit, knit, knit'. The children act out the characters and excitedly follow instruction from the staff. Overall, children make good progress in their learning and achieve well given their capability and starting points.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern as the setting works well with parents to ensure children's needs are met. Individual records are clearly detailed to maintain the welfare of all children. For example, detailing any allergies or special dietary requirements. The resources at the setting also positively reflect individuality.

Children are encouraged to talk about their own home life. This helps children feel accepted. There is a broad range of resources which reflect different cultures, disabilities and ethnicities. The setting provides opportunities for children to develop their understanding of the wider world, such as tasting food from different cultures. This encourages children to develop a positive attitude towards the wider community.

The setting actively welcomes children with learning difficulties and/or disabilities. There are children currently attending with additional needs and there are robust procedures in place to ensure that a high level of support is offered. There is a designated member of staff who with the support of her team, are committed to assisting every child to progress. Staff seek to work with parents and outside agencies to ensure that all children are encouraged to reach their full potential.

Children have good opportunities to develop their social skills as they are encouraged to play together harmoniously. They generally behave well and show respect to each other and their surroundings. Staff successfully manage behaviour in a way that promotes children's self-esteem. As a result, children show consideration for other's feelings. Children's spiritual, moral, social and cultural development is fostered.

Children receive consistency of care as the setting has in place good systems for communicating regularly with parents. Parents are able to look through the policies and practices that relate to the setting. They also have the opportunity to communicate on a daily basis at arrival and collection times. This ensures that any changes or concerns relating to the children can be quickly responded to. The staff also complete daily diary sheets to inform parents of their child's activities. A monthly newsletter is also provided, detailing planned activities. This actively encourages parents to be involved in their children's care. Children benefit from the strong partnership with parents as information is regularly shared to safeguard them from harm. For instance, informing parents and carers of any new staff or of recent changes to the building.

The partnership with parents and carers of children in receipt of funding for nursery education is good. Parents and carers receive regular newsletters informing them of the topic that is being covered during the term. They are asked to contribute to their child's education by providing resources such as buckets and spades for the holiday theme. Arrangements are in place to keep them informed of their children's developmental progress through daily diaries. However they are not detailed enough so as to inform parents of the Foundation Stage curriculum or where their child is in relation to the stepping stones. Parents are complimentary about the care and education provided and the good progress made by their children. They have very friendly relationships with the staff and are never in a hurry to leave. The setting make parents aware how they can make a complaint and are aware of their duty to log complaints, should they ever receive any.

Organisation

The organisation is good.

There is a good level of qualified and experienced staff who work with the children. Staff receive regular appraisals where they are encouraged to evaluate their skills. Through this process, all staff are supported in accessing additional training to enhance their practice. Children benefit as new ideas and techniques are shared and positively impact on the setting. Recruitment procedures are effective and ensure that all staff are appropriately vetted. New staff receive a comprehensive induction which ensures that they are quickly familiar with the robust policies and procedures. This effectively promotes the welfare of children. There are procedures to assess ongoing suitability. This ensures children's safety as staff are routinely asked about changes in their circumstances.

The leadership and management of children in receipt of funding for early education is good. Extensive guidance is given by the management to ensure that staff are clear in their roles and feel supported as they develop. The management has made considerable changes to the running of the setting to lead it forward. These have been positive and as a result the setting is developing. The systems for evaluating and refining procedures are vigorous and identify any areas for improvement. All staff are fully involved with planning children's next steps. As a result, all staff are successfully equipped to extend children to their full ability.

There is a clear vision for the setting and management are proactive in ensuring that all staff and parents are a part of that. All required documentation is of a high standard and is available

for inspection. It is stored appropriately with due regard for confidentiality. All information is accurately recorded. This helps to safeguard children. The good organisation of time and resources enhances children's experience. The clear routines help children to feel secure and settled and, as a consequence, they are happy and content. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting was required to improve the accessibility of resources for under three years. Children under three now enjoy a wide selection of resources that are accessible from the floor and on low level shelving. There are drawers and boxes that contain toys which are within easy reach for both babies and toddlers. They were also required to improve documentation for administering medicine to include parents' signature to acknowledge the entry. This has now been implemented and records are kept of any medication given which has been signed by the parent or carer. As result children's safety and well being is promoted.

At the last nursery education inspection the setting was required to provide information for parents on the Foundation Stage, ensuring all parents are informed of their child's progress records; and extend opportunities to develop problem solving skills during snacks and lunch times. Although the setting has improved the way in which parents are kept informed, such as, through daily diaries, parents still do not have sufficient information about their child's progress in relation to the stepping stones. The theme for the term is included in the newsletter and examples of children's work are recorded in the diaries but parents are not aware of how this relates to their child's education. This impacts on the partnership with parents and carers of children receiving nursery education as they are not adequately kept informed of their child's progress.

Opportunities for children to develop problem solving skills have been implemented during snack and lunch times. Staff question children so as to develop their thinking skills as they work out how many more chairs they need for all of them. Children also work out how many more plates they will need. Consequently children are developing well in this area.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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 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):

- clarify the procedure to be followed in the event of an allegation made against a member of staff or volunteer
- further develop the nutritional value in meals provided for children
- ensure that staff are informed and aware of good hygiene practices in order to prevent the spread of infection

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 opportunities for parents and carers to gain information about the Foundation Stage curriculum and how their child is progressing through the stepping stones.

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