



Rainbow House Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY217910
Inspection date	26 July 2005
Inspector	Stephanie Joy Bennett
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Registered person	Rainbow House Private Day Nurseries Ltd
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 House Private Day Nursery is one of two nurseries run by the organisation. It opened in 2002 but it has been established as a nursery since 1996. It operates from all rooms on the ground and first floor. Two fully enclosed outdoor play areas are available to the front and rear of the premises, and car parking is also at the front. The nursery is situated in the Low Moor area of Bradford. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

A maximum of 88 children aged from birth to eight years may attend at any one time. There are currently 100 children roll, of these, 19 children receive funding for nursery education. Children attend for a variety of sessions.

The nursery employs 19 staff to work with the children. Of these, 16 hold appropriate early years qualifications. Three staff are working towards a qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines that are carried out throughout the provision. They understand why they need to wash their hands and the good equipment available helps them to become independent at practicing self-care skills. Staff consistently maintain cleanliness in all areas and good changing procedures ensure that risk to the children's health is effectively minimised.

All children benefit from a healthy diet. They enjoy varied and nutritious meals, which meet their individual dietary needs. They are encouraged to make healthy choices. For example, when fruit is offered for snack time. Staff actively encourage children through daily routines and activities to eat five fruit or vegetables a day. Young children are offered regular drinks and older children, including school age can independently access water from jugs at will, further developing their independence skills and knowledge of keeping their bodies healthy.

Children enjoy a wide range of activities both indoors and out to promote their physical skills. Children under two years play in ball pools, crawl through tunnels and climb on various frames, rockers and furniture. Equipment such as small slides and rockers are available for children aged two to three years. However, these do not sufficiently challenge the three year olds to develop their physical skills and keep them occupied. As a result, they become disinterested and use the equipment inappropriately. Older children develop a positive attitude to exercise. They are able to move freely in a large spacious outdoor area on a daily basis. They can use their bodies in a variety of ways, for example, to crawl in large inflatable tunnels. All older children, including those of school age, enjoy regular trips and outings to the park and local areas to further promote their physical well-being and enjoyment of exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks are effectively identified and minimised to keep children free from hazards indoors and out. Security procedures are good. Key coded locks on all doors entering the building and leading to each room keep children safe and secure. They learn the importance of staying safe through daily routines and activities such as, stranger

danger and how to stay safe in the sun. Good outings procedures and rigorous risk assessments ensure that children enjoy safe trips within their local environment.

Children play with equipment which is checked daily and is safe for their purpose. However, some planned activities for children under two, such as dry pasta, are inappropriate for their age and development. As a result, the practitioners' needed to supervise the children, to the extent that they were unable to fully enjoy the activity.

Children are effectively safeguarded and protected in this environment. Good methods are in place to ensure that staff hold valid first aid qualifications and are regularly updated. Clear induction procedures and training with regards to child protection are carried out effectively, so that the children's well being is highly regarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies under one year are just beginning to benefit from the practitioners' good implementation of Birth to three matters. They enjoy close interaction with key staff, who know and meet their needs well. Babies explore a good range of activities and natural materials to enhance their sensory experiences, including treasure baskets, cornflour, and floor body painting. Individual daily routines are effectively met and shared well with parents through written daily records and good verbal communication. Children aged one to two years, enjoy good space and resources to develop their physical skills both indoors and out. Various activities help them to be together and develop their communication skills, such as playing musical instruments. However, there are less opportunities to freely access resources which help them to be imaginative, creative and enhance their sensory experiences. Some activities are less appropriate to meet their developmental needs, such as dry pasta.

Practitioners plan a suitable range of activities for children age two to three years. They benefit from very good access to a range of resources and equipment to enhance their independence and develop their creativity and imagination. However, some planned activities indoors planned hold too high expectations for their age and development, such as "pencil control".

Out of school children are cared for in a relaxed environment, where they enjoy a good range of activities suitable for their needs both indoors and out, such as computer games, art and craft and construction. Regular trips and outings are planned promoting their interest in the local environment, and their physical development.

Nursery Education.

The quality of teaching and learning is good. Practitioners plan activities well to promote all areas of learning effectively. Children's progress is assessed using the stepping stones towards the early learning goals, but their progress is not recorded clearly and consistently, so it is not clear how individual needs are taken into account and how staff plan their next steps in learning.

Children are settled and very confident. They are highly motivated to learn, in an environment where they can independently select activities and make their own decisions. They develop good early reading and writing skills, through the wealth of print around the room and excellent resources for mark making, Children occasionally write for a purpose, such as when writing their names on their work, but practitioners provide less opportunities for example, to record observations and use clipboards in role play. Practitioners use daily routines well to help children become independent in developing good self-care skills, such as putting on their own shoes and washing their hands. Children are able to solve mathematical problems through daily practical activities, such as counting how many cups they need at the meal table. Older children recognise random numerals through the use of number lines. They confidently count to ten and beyond for example, when seeing how many children are present today.

Children have many opportunities to explore and investigate. The sensory and organic garden is used well to help children gain a knowledge of our natural environment and living things. They observe changes that occur. For example, when ice melts and experiment with different materials such as sand, glitter and cornflour. Children benefit from a good range of information and technology equipment to support their learning. They independently access construction and creative areas to enable them to design, join and assemble, using materials such as glue, sticky tape and scissors. Outdoors they can build and construct using large equipment such as crates and tyres.

Helping children make a positive contribution

The provision is good.

Well planned activities and resources ensure that all children develop a good awareness of our diverse society. Children can celebrate their own birthdays and events from their own culture and those of others such as, Chinese New Year and Easter. Their contributions are highly valued through attractively displayed art work around the rooms. Children are encouraged to be independent, for example to help set tables for lunch, so they feel valued and develop a respect for their environment.

Older children are given many opportunities to express themselves freely through art, design and music. They contribute confidently to group activities, such as drawing pictures on a whiteboard, which increases their self-esteem. Behaviour is generally good. Children learn to be polite, share and take turns. Practitioners set clear boundaries and expectations for example, how many can play in the water at once, which help children to develop respect for each other. As a result overall, children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents is good. Children benefit from the practitioners' close relationships with parents. Babies settle well because the practitioners are careful to follow their individual routines, developing their self assurance and a sense of belonging. Parents of older children receive good information about their child's activities and education. They are invited to contribute to their development profiles, and carry out simple activities at home, promoting a positive attitude to learning, and

allowing parents to fully contribute to the provision.

Organisation

The organisation is satisfactory.

The environment for most children is welcoming and very well organised to meet their needs. Older children including those who attend the out of school and play scheme, have independent access to resources which promote all areas of learning both indoors and out. Most younger children can enjoy a good range of activities which are easily accessible and promote their sensory experiences. However, the planning and organisation of daily routines and activities for children age one to two years, occasionally set too high expectations which results in them becoming disinterested and restless. Their environment does not encourage them to explore freely and make independent choices.

Thorough induction procedures mean that staff have a clear awareness of the nursery's policies and procedures, with regards to the safety and well-being of the children and their daily routines. However, policies such as child protection and equal opportunities are not made easily available for parents, so they are less aware of the nursery's responsibilities to put the children's welfare first. Records regarding the health and safety of the children are very well maintained. Practitioners ensure that procedures such as the sickness policy is effectively followed and promotes the welfare of the children.

Overall the needs of the children who attend are met.

The leadership and management for nursery education is good. A strong management structure is in place, to ensure that practitioners are well supported in teaching the foundation stage effectively. Leaders have worked hard to ensure that the nursery continues to improve and act upon the previous key issues. They celebrate their achievements, boosting morale and motivation within the team. Practitioners are able to attend training relating to the foundation stage, and seek regular support and advice from the Local Authority. Staff work well together as a team, and demonstrate a good understanding of their roles with regards to the organisation of the planning of the Foundation Stage. They are able to evaluate their current strengths and weaknesses accurately and the issues are appropriately addressed.

Improvements since the last inspection

The nursery were asked to make several improvements at the last inspection, which have mostly been addressed. Risk assessments are now carried out on the premises indoors to ensure that children are kept safe and secure. Child protection procedures are fully in place, but these are not yet shared clearly with parents, so they have less understanding of the nursery's duty to protect the children in their care. The manager is now responsible for behaviour management. A policy is in place, which staff adhere to.

The introduction of Birth to three matters, has helped practitioners plan and provide activities which develop babies sensory experiences through various use of colour, sound and textures. However, the organisation of the toddler room, restricts their opportunities to be creative, imaginative and enjoy sensory experiences.

Opportunities for older children to develop their independence are now developed. Practitioners ensure that daily routines help them develop practical self-care skills, such as when pouring their own drinks, washing hands and setting tables. Younger children aged two to three years freely access drinks from labelled feeder cups which are set out on trays.

The organisation of the pre school room now promotes children's interest in books and literacy. Print and displays are organised so that children can use print and number for example, in the mark making area. Children also use this to write for a purpose, such as letters and names on their art work, but they lack opportunities for example, to use clip-boards in role play, or record observations.

Parents of older children now have access to all written progress records on their child. They are able to view profiles easily and share information with practitioners. Parents may take the profiles home, and a parents page allows them to add information about their child, so they are involved and the child's learning is further enhanced.

Complaints since the last inspection

There are no complaints to report.

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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):

- improve opportunities for younger children age two to three to access interesting activities and equipment which provide further challenge to promote their physical skills.

- make sure that all activities provided for children under three are safe and suitable for the ages and abilities of the children, and provide further tactile, sensory experiences
- make sure that child protection policies are shared clearly with parents, so they are fully aware of the staff's responsibilities to protect the children in their care and that the nursery's other policies are easily available for parents to refer to.

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):

- improve planning and assessments so that children's progress along the stepping stones are clearly recorded, so that practitioners can use these effectively to inform future planning, and meet individual needs
- improve children's opportunities to record observations and write for a purpose.

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