

Rainbow Bright Day Care, Nursery School & Holiday Club

Inspection report for early years provision

Unique Reference Number	251760
Inspection date	29 October 2007
Inspector	Emily Alderson
Setting Address	11 Crofton Road, Ipswich, Suffolk, IP4 4QS
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Registered person	Tracy Jane Mason
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 Bright Day Care, Nursery School and Holiday Club is a privately owned setting. They have owned the setting since 1996 and it operates from private premises and has five rooms. The nursery is situated in a residential area to the northeast of Ipswich. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year. All children share access to a secure enclosed outdoor play area.

There are currently 52 children on roll. Of these, 23 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and children with English as an additional language.

The nursery employs eight members of staff. Of these, all hold appropriate early years qualifications. The nursery works closely with the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attend a setting which has good health and hygiene practices. Nappy changing facilities are clean, staff wear gloves, clean the mat after each change and dispose of the nappies hygienically. The setting has allocated a specific room for children who need to sleep. Once the bedding is used once it is washed at the premises and the bed remade. Cross-infection is minimised as staff follow correct procedures. The setting has in the past employed a qualified cook to prepare the children's meals and is currently recruiting a new cook. In addition, some staff have attended food hygiene training and know the correct procedures to follow. Food is adequately stored in the fridge and cupboards. The fridge temperature is recorded daily to ensure that it remains at the correct temperature. Children learn to understand simple good health and living as they are developing an understanding of why they wash their hands prior to eating and after toileting. They use the soap and paper towels provided.

Children receive good care when they are ill or have an accident because some staff are trained in first aid. In addition, the setting has two well-equipped first aid boxes readily available. Should children have an accident they are well cared for and their accident is recorded on an accident sheet. It is shared with parents and filed in children's individual files. Parents give prior written permission for staff to administer medicine, any given is recorded and parents sign to acknowledge the entry. Should a child become unwell at the setting parents are contacted and asked to collect them, they are advised of the length of time they should be at home via the communicable disease chart and the setting's policy.

Children's physical play experiences are well promoted because the setting ensures that children are given plenty of opportunity for physical exercise. They have a well-equipped garden with a range of resources for the children to use. It includes a climbing frame, cars, sand tray, balls amongst others. Children in the baby room have plenty of space to freely move around crawling and pulling themselves up on the furniture in the room. The older children use their bodies in many ways to enable them to use the various resources on offer. They confidently push themselves around on cars and trucks, pedal on the bikes, crawl through tunnels and enjoy balancing on the stepping stones. Children are aware of their bodies and know that when they are cold to put their clothes on, this is demonstrated as they get their coats to play outside. Children enjoy doing puzzles carefully piecing the bits together moving them about the board until they fit.

Children have their health and dietary needs very well met and increase their understanding of healthy living as the setting provides the children with very healthy nutritious foods. Fresh food is prepared daily for lunch and includes meals such as cottage pie, chilli con carne, tuna pasta which are all served with fresh vegetables. Deserts include banana custard, peaches and ice-cream and home made sponges. Children are offered a morning and afternoon snack which consist of a range of fruit and breadsticks. They also eat tea which includes beans on toast, wholemeal sandwiches with a range of fillings and finger foods such as a selection of raw vegetables. Children have free access to water throughout the day and are also offered milk at snack times. All staff are aware of individual children's dietary requirements and are reminded by the information sheet displayed. A weekly menu is displayed keeping the parents informed and staff complete a form noting what each child has eaten. All food provided is according to parents' wishes as detailed on the registration form.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is very warm and welcoming for children, staff, parent and carers because staff make it an inviting setting for all children. The walls are brightly decorated with children's art work, photographs and posters. The space is very well organised and divided into the different age groups. The setting has a baby room, main room, toddler room and an art room which all children access throughout the day. In addition, there are toilets downstairs and upstairs, a fully equipped kitchen and a dedicated sleep room. Children use very safe and suitable toys and equipment as there is a wide range of resources catering for the wide range of ages and abilities of the children who attend. The toys are regularly checked and anything deemed unsuitable is removed to ensure that children use safe resources. The majority of the resources are stored in low-level boxes and drawers accessible to the children.

The setting's arrangements meet health and safety guidelines because the staff assess the hazards and actively take steps to minimise the risks. A daily risk assessment is carried out prior to the children attending which includes checking each room and the garden to ensure that it is safe for children to use. For example, plug sockets are covered and that the floors are clean. The setting also has annual checks on all parts of the building including the gas and electric to ensure that all aspects comply with the standards. The setting has a good system to manage entry into the provision, parents ring the door bell and wait for staff to grant them entry. If children are collected by someone other than the named contacts, parents are asked to inform the setting and issue them with a password which is used to grant them access into the building.

In the event of a fire children are very well protected as staff regularly practise the fire drill with the children so they become familiar with the routine. The setting has a clear procedure in place which is displayed on the notice board in the hall. The setting takes precautions by having smoke alarms fitted in each room and a fire blanket and extinguisher in the kitchen. The fire extinguisher is tested to ensure that it complies with regulations. Children are very safe on outings as staff have clear operational procedures and they ensure that children wear correct harnesses. Younger children are in pushchairs and older children walk sensibly beside the staff. Staff regularly discuss road safety with the children so that they are learning to keep themselves safe. Children are well protected because staff understand their role in safeguarding children. There is a nominated person who has completed the training along with two other members of staff. They have clear procedures in place which all staff are able to put into practice when necessary. The setting has literature and a flow chart to guide them should they need to make a referral. Parents are informed of the setting's duties via their policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to be confident and develop their independence by the welcoming staff at the setting. The children feel safe in the environment and are clearly very settled. The resources are invitingly laid out so that children can access them choosing an activity, happily waving goodbye to their parents. Toy boxes have a photograph and a written label of what is inside it helping children to find and select what they need. Staff offer children lots of valuable praise which helps them to develop their confidence and attempt new activities with the support and guidance of staff. Staff working with babies use lots of intonation in their voice and use facial expressions to communicate with them which, they respond to by smiling. Children show an active interest in their activities when they are provided with fun and meaningful activities. In each room the layout enables all children to choose and be fully involved in their play. The

baby and toddler rooms' attractive displays are at a low level so that children can fully appreciate them, touching them exploring the different textures. There are also many photographs of all the children displayed at child height so that they can see themselves. Children participate in a range of activities such as puzzles, painting, exploring dried pasta, play dough and dressing up in different clothes. Staff are attentive to children's needs and are always at their level ready to join in with their play.

Children under three years of age are given many good opportunities to learn and develop their skills. Activities are provided in line with the 'Birth to three matters' framework. Each child has an individual play plan. The setting effectively assess children's entry skills by observing children and writing an entry assessment so that staff know each child's abilities. The assessment is noted under several areas including physical development, fine motor skills, language and social skills. Staff then skilfully plan activities based on children's individual needs and interests and record them under the four areas of the 'Birth to three matters' framework. Younger children's development is very well documented as photographs are used to demonstrate children's achievements, these are dated and comments written. In addition, staff write observations throughout the day and the next steps in learning are identified, recorded and used for future planning.

The Nursery Education

The quality of teaching and learning is good. Staff have a very good knowledge and understanding of the Foundation Stage and how children learn. The staff responsible for the Foundation stage planning meet regularly and plan for individual children's needs. The key worker effectively identifies the gaps in their key children's learning and use this information as a basis to plan activities and resources. Individual children's names are noted on the planning to act as a reminder to staff when carrying out the activity. However, the staff are unable to do this for new children at the setting as they do not ask parents for information on their child's abilities. They actively take children's interests into account by noting them and displaying them on the planning board and using them to plan activities. The setting is very effective at planning a balanced programme of activities for the children incorporating all areas of learning. Staff write key activities for the half term on a sheet which is displayed on the notice board giving both parents and other staff useful information. The short term plan addresses specific stepping stones and the activity planned. The adult-focussed activity is written separately and identifies the activity and the stepping stones along with resources needed. The activity is successfully evaluated and each staff member is responsible for transferring the information into their key group's individual assessment records. In addition staff carry out valuable observations and place them on the board under the six areas of learning these too are transferred into the children's records. The very detailed information recorded in the assessment record allows the key worker to identify where children's gaps are in their learning and plan for these in the following half term plans. Staff clearly know their key children very well and are able to differentiate the activities to suit their individual needs. They use very effective methods to engage, challenge and help children progress in their learning. These include using open-ended questions using how, what and why to involve children gaining their views and encouraging them to ask questions.

Children are progressing through the stepping stones in relation to their starting points. They are very confident and some children are able to concentrate on an activity for quite some time. Children increase their self-esteem by making choices about their preferred activity. They have formed good relationships with the staff at the setting and with other children. They are learning to take turns, for example, sharing the carry cot. Children independently access the toilet

showing developing self-care skills. Children use language well to communicate to each other using a range of vocabulary. They talk to each other about their likes and dislikes during meal times comparing their favourite foods with one child saying ' I like eating hot chilli at home'. They use speech during imaginative play, using teddy bears as babies discussing when they should sleep. Children are able to link sound to letters and practise this daily at snack time as the staff sound out the first letter of their name. They self-register placing their name card on the board prior to washing their hands for snack. Children attentively listen to stories joining in with familiar parts and suggesting reasons why things happen.

Children's mathematical skills are developing with some children easily counting up to 10. They are able to say how old they are when asked and some can say how old they will be at their next birthday demonstrating an awareness of number and calculations. However, there are missed opportunities during daily routine activities to include calculation for instance, during snack time and registration. Children enjoy sorting using bears, with one child independently sorting them by colours into different pots. Children often use positional words such as over and under, behind and in front. They enjoy exploring different materials during cutting and sticking activities self-selecting the materials to make their picture. The children are involved in gardening and learn about the growing cycle as the setting have a vegetable patch for the children to explore. They learn through planting, watering, weeding, picking the vegetables and eating them as part of snack. Whilst caring for the vegetables the children found a nest of stag beetles which they actively took an interest in, the setting has books and has taken photographs of them to further the children's interests and discussions. When the children either have visitors at the setting or go out on a visit the staff compile a scrap book of photographs so that the children can see where they have been and look at themselves. Children use their imaginations and enjoy dressing up using the apron and oven gloves, taking toys and tidying them away into the cupboards. They enjoy music and movement and participate in this once a week with an outside teacher coming into the setting to work with the children.

Helping children make a positive contribution

The provision is good.

Children are all included and their differences acknowledged because they are given the opportunity to share their experiences during group discussions and one to one time spent with staff. Each child is valued at the setting as their work is proudly displayed around the room for all to see. Each child has their own peg with their name and a photograph of themselves. This helps them to feel a sense of belonging at the setting as they have something that is specifically theirs. Children are familiar with the daily routine as they enter hanging their coats and bags on their pegs proudly showing their parents. Children contribute to the weekly themes by bringing in items from home to share with each other making links between their home life and the setting. Children are in touch with the wider community as the staff take the children on walks to the local shops and park. Children learn about diversity through planned activities and discussions. Past activities have included celebrating Chinese New Year, Lent and Christmas and Easter. The setting has in addition dressing up clothes, books and other resources that positively reflect diversity. Staff talk to the children about different issues and are currently using a book to help the children to learn about peoples similarities and differences.

The setting cares for children with learning difficulties and/or disabilities and children who have English as an additional language. The setting has a dedicated member of staff who is currently accessing special educational needs training. When working with children who have English as an additional language the staff use flash cards with photographs and the words in both languages to help the child learn. The setting works closely with the local authority for

further advice and guidance. Some children understand appropriate behaviour at the setting however, at times children's behaviour is challenging. Staff approach behaviour using reward systems such as stickers and supervised time out for children who are not behaving. The setting has three rules which are displayed on the window to act as a reminder to children. These are walking legs, being friends and when the children hear the tambourine to stop, look and listen. The setting has a policy in place which is not reflected in practice and does not include the current strategies used.

Children are cared for by staff who work with parents to meet their individual needs and ensure that the child is fully included in the setting. Parents are asked to provide the setting with vital information about their child so that staff can care for them according to their needs and parents' wishes. They initially receive a prospectus and a registration form to complete. As part of the registration form parents are asked to consent for their child to have medicine administered, go on outings, have photographs taken, attend supervised walks and for the owner to seek emergency medical advice and treatment. Parents are kept informed through the well-equipped information boards in the entrance and through the displays in the setting. Younger children benefit from the two-way sharing of information via children's diaries. Staff always make themselves accessible to talk to parents on a daily basis. The parents can at anytime take their child's file home and are asked to complete the comments section adding their observations and ideas. Parents are informed of how to make a complaint through the setting's policy and poster displayed.

Partnership with parents and carers is good. Parents are well informed about the Foundation Stage through letters sent home and through the informative displays of the six areas of learning in the setting. A special newsletter relating to the Foundation Stage further gives the parents information about topics and activities planned for the term. Parents are involved in their child's learning as they bring in things from home to link with the letter of the week. They are informed of their children's progress through their child's assessment record. The setting invites parents to a parents' evening which gives them opportunity to book a one to one appointment with their key worker to further discuss their child's development. Furthermore the setting has a suggestion box in place for any comments. In the past parents have visited the nursery and carried out sessions with the children for example, a dad who is a doctor came to speak to the children about medicine. However, parents are not consulted on their children's abilities when they first commence at the setting which impacts on the staff's abilities to effectively plan for the child.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, children mostly behave well and are developing an awareness of different cultures through discussions and planned activities.

Organisation

The organisation is good.

Children are safe as they are cared for by individuals who have been vetted and are cared for by staff with a very good knowledge and understanding of child development. Children are safe as there are robust procedures in place when recruiting staff to ensure that they are suitable to work in the setting. The setting places an emphasis on training which is reflected in the level of qualified staff at the setting. Nearly all staff are qualified to a minimum Level 3 qualification in early years those that are not are currently training towards. The setting has a qualified teacher and two members of staff have completed degrees in early years and an additional

member is currently working towards. In addition, staff are trained in specific areas such as first aid, safeguarding children, lets play and food hygiene. Some staff have a special responsibility such as behaviour management, safeguarding children, health and safety amongst others this ensures that all areas are fully covered. The setting has a qualified nursery teacher who oversees the Foundation Stage planning.

Children are well looked after as the setting has a good understanding of the National Standards and their responsibility to comply. Each room has a room leader and each child has a key worker this promotes their close relationships and helps them to settle effectively in the setting. The staff work very well as a team communicating throughout the day effectively sharing responsibilities. They deploy themselves very well always ensuring that ratios are maintained. Children's well-being is promoted by the well-organised records and policies. The setting has an operational plan in place providing the reader with a useful insight into the setting. A daily register is maintained recording the times of arrival and departure of each child. Parents are asked to give the setting information about their child through completing a registration form and other paperwork. These documents are stored accessibly and confidentially on the premises. Overall children's needs are met.

The leadership and management is good. Staff are positively supported in their role and are inducted into the setting. The staff have clear job descriptions, regular team meetings and annual appraisals which all contribute to their professional development. Each member of staff has an individual training analysis form and are asked to identify their own training needs. Any training completed is shared amongst all staff at team meetings so that everyone can benefit and use what they have learnt in practice. The manager asks the staff to be reflective and contribute the setting's self-evaluation form. Each member of staff is asked to identify how the setting helps, for instance the children be healthy, their opinions are each valued as the manager amalgamates the responses to create one self-evaluation form for the setting. They link very closely with the local authority who supports all aspects of the setting offering guidance and advice. All staff have a good knowledge of how children learn and understand their roles in developing children's learning. Staff attend monthly meetings held by the local authority to increase their knowledge and understanding and share good practice with other settings. The setting regularly identifies its strengths and areas of improvement, and has set time scales to work towards. This reflects their commitment to continuous improvement as they have very clear aims for the future.

Improvements since the last inspection

At the last nursery education inspection the setting agreed to develop their short term plans to ensure that they are closely linked to the early learning goals and stepping stones. The short term plans now clearly identifies the links to both. The setting also agreed to develop staff's knowledge and understanding of planning, the early learning goals and the stepping stones and completing observation and assessment on children. The setting has received support from the local authority who has carried out individual training with the staff to develop their knowledge of the Foundation Stage. Planning is now shared amongst staff who have a very clear understanding of child development. The setting agreed to complete regular observations on children, which are recorded, and for their records to show their next step in their learning so that this can be used in future planning. Observations are continuously carried out and regularly transferred into the children's assessment records. The children's records are completed twice a term and a next step target sheet is used to identify gaps in children's learning which clearly informs future planning. The setting also agreed to evaluate the adult-focused activity

to ensure that the learning intentions are met, this is consistently completed by the member of staff who carries out the activity.

At the last care inspection the setting agreed to develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time. The setting uses a weekly register to highlight the staff that are qualified in first aid to ensure that there is always a qualified member on the premises and on outings. The setting also agreed to ensure that the premises are maintained at an adequate and comfortable temperature. The system in place ensures that staff check the temperature mid morning and alter accordingly, this is recorded in the back of the register so it is very clear that it has been done. The setting agreed to make sure that an accurate register is maintained. The register is consistently completed when children arrive at the setting. In addition, a further head count is made mid morning to ensure that the register is accurate and the member of staff responsible signs the back of the register. The setting also agreed to make sure that staff are deployed effectively to supervise children at all times, each room is fully supervised and staff communicate very effectively to ensure that ratios are always maintained. The setting agreed to review the organisation of the setting and the structure of the day to ensure all children's needs are met. They have worked very closely with the local authority to review the provision offered and the use of the rooms. As a result significant changes have been made to allow children to make their own choices and that the provision meets all children's needs.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint that related to National Standard 2: Organisation and National Standard 4: Physical environment. The complaint raised concerns about staff ratios and inadequate heating. Ofsted conducted an unannounced visit to the premises and it resulted in the provider being set two actions under Standard 2. The first action was to ensure that the adult to child ratio is maintained at all times. The second action was to demonstrate that suitable contingency arrangements are in place to cover emergencies and unexpected staff absences. A satisfactory response to the actions was received and Ofsted was satisfied that by taking these steps the provider 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.

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):

- ensure that the written behaviour policy is reflected in practice

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):

- introduce mathematics in daily routine activities
- use parents' knowledge of their child to support the learning opportunities provided by 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