

Rainbow Day Nursery

Inspection report for early years provision

Unique Reference Number	253739
Inspection date	22 January 2008
Inspector	Gill Ogden
Setting Address	409 Brant Road, Waddington, Lincoln, Lincolnshire, LN5 9AL
Telephone number	01522 722222
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Registered person	Mr Roger Barker & Mrs Jacqueline Barker
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Rainbow Day Nursery has been open since 1998. It operates from a converted bungalow in Waddington, Lincolnshire. The premises comprises an entrance hall which gives direct access to toilets and two playrooms. One playroom has a conservatory incorporated in it and the other has a corridor leading off it to the kitchen, office, baby room and utility room. The fully enclosed outdoor play area is directly accessed from the conservatory and baby room.

There are currently 57 children from nine weeks to under five years on roll. This includes 21 children who receive funding for early education. Children attend for a variety of sessions. The setting supports children with learning difficulties and is able to support children who speak English as an additional language.

The nursery is open from 07.30 to 18.00 each weekday all the year round. There are nine staff and a student working with the children. All staff have relevant qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is given a high priority. Regular cleaning routines such as wiping tables down with anti-bacterial spray ensures that the environment is kept hygienic. Nappy changing routines are rigorous in minimising opportunities for cross-infection. Children develop good personal hygiene habits from an early age by, for example, staff using wipes to clean babies hands before meals and tissue dispensers being securely attached to walls at a level where children can easily help themselves when they need to wipe their noses. Stories such as 'Dirty Bertie' capture children's imaginations and help them to understand acceptable levels of hygiene. Any children who are toilet training are supported effectively in line with parents' wishes by both staff and other children. Opportunities for cross infection are further minimised because parents sign up to a contract agreeing, for example, that they will not bring children to the nursery until they have been clear of sickness and diarrhoea for 48 hours.

As well as being cared for in well-ventilated premises, all children spend as much time as possible outdoors so they get plenty of fresh air and exercise. Babies and toddlers are able to move freely between outdoors and indoors in good weather because their room has large French windows which open directly on to the garden. A gazebo provides shelter from the sun when it is hot. Older children know which clothes are appropriate for the weather. They are able to go out well-protected when the ground is wet and muddy because there are always Wellington boots for them to wear. Children enjoy, amongst other things, climbing, running, manoeuvring tricycles and cars, playing skittles and kicking and throwing balls. Staff pay close attention to ensuring that the 'biggies' develop a good sense of balance. Children have fun running round the path and being cheered on by others and this activity also supports children's good emotional health and self-esteem. All children are able to rest comfortably when they wish.

Children are provided with a cooked lunch, snacks, drinks and breakfast if they wish. Lunch is prepared freshly each day and there is plenty of it so children can have extra helpings if they are hungry. The menu is varied and nutritious and includes meals such as mild chicken curry and rice, ham and chips and savoury mince, with puddings such as yoghurt, jelly and fruit. Older children serve themselves from dishes set out on the tables and staff act as good examples to them by eating with them and demonstrating good table manners and an enjoyment of the food. Snacks include fresh and dried fruit, toast and milk. Fresh drinking water is always available to children. Children use cutlery well when they eat because they are encouraged from being babies. When staff feed children in high chairs there is always another spoon in the dish so that the child is able to attempt to feed themselves whenever they are ready. Any special dietary needs children may have are complied with.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in safe, secure and well-maintained premises. Access to the premises is carefully controlled because the door is always kept locked and staff can clearly see who has rung the bell through the glass panels in the door. The entrance area is welcoming to children and parents with displays of photographs and information posters. Half doors on the pre-school and 'biggie' room help to open up the rooms and allow staff to easily see into the entrance so that they can safely give attention to anyone who is in that area. All the rooms are decorated

with lots of children's art and craft work. The garden is fully secure and risk assessed carefully before use.

Children learn to keep themselves safe through, for example, taking part in regular fire drills and being prompted consistently by staff to 'be careful' as they move around or use scissors. Babies are secured carefully in high chairs when necessary and sleep in strong cots and toddlers sit in very low chairs that support them well at the back and sides. All the necessary safety equipment is in place and checked regularly. Toys and play equipment are in good condition and suitable for the needs of the children who use them. They are replaced as necessary and new items are bought regularly such as the sensory box in the baby room.

Children are further protected because staff are fully aware of their child protection responsibilities and some attend regular training to keep up-to-date with any changes in local procedures. Parents are clearly informed about the nursery's child protection procedures and sign up to them. However, the procedure to be followed in the event of an allegation being made against a member of staff is not clearly set out in writing and so reduces the overall rigorousness of the attention paid to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in the nursery because staff create a warm, family environment where children have good opportunities to develop physically, socially, intellectually and emotionally. The 'Birth to three matters' framework is used to plan and reflect on activities for the children and to monitor their development. Babies and toddlers enjoy having space to move around freely and safely where they can choose for themselves from a variety of toys because they are stored at floor level. They adore discovering a drawer full of toys and taking them out one by one and exploring them fully before casting them aside and moving on to another. They are fascinated by a sensory box that they can crawl into and feel the different textures of materials on the base, look at themselves in the mirrors and poke their hands through the cut outs in the top. This also provides a wonderful support for them to pull themselves up on and begin to walk around. They jig about as they listen to recorded music and staff sing along. Some of them begin to join in with words and numbers that they hear repeated regularly. They splash in the water tray and explore the bubbles and closely inspect a water wheel to see how it works when they see staff pouring water into it. The 'biggies' become thoroughly engrossed in rhyming stories and join in gustily with refrains. They are encouraged to make decisions for themselves such as what to dress a doll in or how much food they want on their plates. When they sing number songs as soon as the song is mentioned, for example 'once I caught a fish alive', they hold up their fingers showing emerging mathematical knowledge. They enjoy playing together with their friends and help each other with games such as playing skittles. They are proud of the paintings they produce and the displays of their work on the walls such as the Happy New Year collage.

Nursery Education

The quality of teaching and learning is satisfactory. Children enjoy a variety of activities that support their learning in all the areas but they are not all challenged sufficiently because younger three year olds are not assessed clearly against the stepping stones in the same way as the others are. Staff have a good understanding of the foundation stage and plan practical activities in line with the stepping stones towards the early learning goals in all the aspects of the learning areas. Focus activities are clearly evaluated and individual children's further learning needs are

identified. A generally effective range of teaching methods are used but because staffing levels are the minimum required some opportunities for observing, reinforcing and extending children's learning are lost and this impacts on the frequency and quality of assessments. This is a shame when children are well-ready for this stage as a result their previous experiences in the nursery. There is a good range of resources and the outdoor play area is used well to support children's learning.

Children are interested and well-motivated to learn. They waste no time in choosing activities to become involved in and become engrossed, for example, in using their imaginations to make houses from connecting bricks and then adapting it to become a ship. They are confident and are becoming very independent. They sit well and listen at circle time, responding to the register being called and thinking about what day it is and counting up to the date as well as observing and considering the weather. Children enjoy action songs such as 'Cheeky monkeys' and 'Flying Saucer' and pick up the basics of calculation from these songs as the numbers involved reduce. They talk confidently throughout their play activities especially enjoying explaining their paintings and using well-observed language in their role play activities. For example, when playing together very co-operatively they use phrases such as 'would you like a cup of tea' and 'bye, take care, it was nice to see you' as they give each other a hug. This also shows that they have a good understanding of their everyday experiences. Children love books and love to look at them with adults, clearly remembering the gist of the story having read them before. They use their senses when they play with sand and spend time running it through their hands and packing it together and recognising the different feel it has in its differing guises. They then decide they are building walls with it and make up nonsense songs as they do so. Children have good small hand skills which they show when they use scissors to cut out pictures for their Chinese New Year calendars and use the mouse to draw on the computer skilfully. They use technology easily and remind staff that the printer is not working properly when they have waited a while for their picture to print off. They develop a growing understanding of the natural world and change when they observe the growth of the daffodil bulbs they have planted in the garden and later go on to do drawings of them. They thoroughly enjoy seeing and touching chicks that are brought into the nursery by a neighbour.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are made welcome in the nursery and close attention is paid to ensuring they are all fully included. Children's individuality and family backgrounds are valued and respected. Their individual needs are met as a result of staff gathering plenty of information from parents and making their own observations. Children's self-esteem is high and they approach adults confidently as they know from their experiences with staff that they will be listened to and their efforts will be praised. Children's own cultures are reinforced well through, for example, celebrations of relevant festivals, hearing words spoken in their first language and taking part in national events such as Children in Need. Knowledge and respect for differing cultures and all members of society are introduced to children through activities and access to relevant resources as part of their everyday play. Children behave well. They have good manners because this is given high priority by the nursery and staff act as very good role models. Distraction, explanation and praise for good behaviour soon encourages children to recognise acceptable behaviour.

Parents speak very positively about the care their children receive in the nursery. They comment on how every effort is made to be flexible in accommodating their care needs and that staff take good notice of their requests for how their children should be looked after. Staff chat to

parents informally every day and share relevant information. Some useful information is given to parents about the service offered in the brochure and newsletters keep parents up-to-date about any current initiatives. Lots of notices are displayed prominently to remind parents about things such as sickness rules.

The partnership with parents and carers of children who receive funding for early education is satisfactory. Parents attend an annual open evening where they discuss their children's progress records and they are impressed with what their children are achieving and how they learn at this stage. They receive basic written information about the Foundation Stage and activity plans are clearly displayed on the walls. However, they are not involved in assessing their children's progress, encouraged to contribute to activities in the nursery or helped to follow up their children's learning at home sufficiently.

Organisation

The organisation is good.

The general organisation in the nursery contributes well to children's welfare. Staff recruitment procedures are rigorous ensuring that all adults who work with the children are suitable to do so. All staff hold relevant qualifications and the appraisal system provides an indication of their ongoing development needs. The induction system is thorough. Staff are supported to attend ongoing training and every effort is made to ensure that all staff are trained in health and safety and first aid. Staff work well together as a team and contribute effectively towards creating a warm, family atmosphere in the nursery. The play space is used well to meet the needs of the children and plans are in place to extend the premises so that the space children have is better. All the required records are in place and most of the other documentation is relevant and kept up-to-date. Overall, children's needs are met.

Leadership and management of early education is satisfactory. There has been some notable slippage in the quality since the last inspection. Although the pre-school room leader works hard and is committed to providing as well as she can for the children she is not fully supported by the manager, for instance the latest training is not promoted and made accessible quickly enough. The planning for the future development of early education in the nursery is not fully clear and monitoring of the early education provision is limited to the work done with the local authority adviser.

Improvements since the last inspection

As a result of a recommendation made at the last care inspection staff records now contain details of their training. This ensures a stronger framework is in place for the care of children. Improvements have been made in the delivery of the nursery education in that activities are evaluated better and the needs of individual children are more clearly indicated. Children's writing and mathematical skills are better supported because there are more informal opportunities for children to mark make and use numbers.

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 satisfactory.

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):

- put in writing a statement regarding the procedure to be followed in the event of an allegation being made against a member of staff.

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 systems to assess all children are consistent so that they are all sufficiently challenged
- develop more opportunities for parents to become fully involved in their children's learning.

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