



Rainbow Kindergarten Barton

Inspection report for early years provision

Unique Reference Number	EY290503
Inspection date	04 October 2005
Inspector	Kathryn Margaret Clayton
Setting Address	15 Bowmandale, Barton-upon-Humber, South Humberside, DN18 5LR
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Registered person	Anne Julia Findlay
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 satisfactory. 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 Kindergarten Barton first opened in 2004. It is a privately owned nursery located in a quiet residential area of Barton. The nursery serves the childcare needs of the local and wider community. It is a detached property with two main ground floor room for babies up to the age of 2, and four rooms on the first floor for children aged 2 to 8. Kitchen and toilet facilities are also available. There is an enclosed outdoor play area to the rear of the property. The opening hours are 07.30 to 18.00 on

Monday to Friday all year round apart from public holidays. The nursery is registered to provide care for 38 children aged under 8 years, including children with special needs and those for whom English is an additional language. There are currently 75 children on roll including nine in receipt of nursery education funding. The nursery receives the support of the local authority. Ten staff are employed, all of whom hold or are working towards a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

A generally good level of activity is enjoyed by all children both indoors and outdoors. Babies benefit from having good freedom of movement within their two play areas, with daily opportunities to use equipment such as a slide and rocking horse. All children have some time outdoors everyday when they can be physically active. Children benefit from being cared for in a clean environment where their independence is well promoted. For example, older children start to learn about managing their own personal hygiene as they go to the toilet and wash their hands independently.

Children's health is suitably promoted as staff use good hygiene procedures when changing nappies, there is a fully stocked first-aid box readily available and a member of staff who has been fully trained in first aid on duty. Accidents are dealt with appropriately and recorded well, however, written parental permission is not always obtained before administering medication and therefore there may be times when children's health could be compromised.

Children start to learn about the benefits of healthy eating as they are offered good choices of food and drink throughout the day. For example, a healthy snack of apples, bananas, grapes and toast with jam and a choice of drinks is enjoyed during the morning. Freshly made well-balanced, nutritious meals are provided at lunchtime such as spaghetti bolognese, shepherd's pie, rice pudding, fruit and yoghurts. Children benefit because staff have a clear understanding of their dietary requirements and individual needs, and they are cared for in accordance with parental wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and welcoming environment that is suitably maintained with sufficient natural light. They are welcomed by staff in a friendly manner and therefore they settle easily and parents are happy to leave them. The space is well-organised, for example, older children enjoy free access to four first-floor playrooms, therefore successfully promoting their independence and choice in play. All children enjoy good freedom of movement within the safe, soft surfaced outdoor area. Children enjoy playing with a suitable range of toys and equipment.

Indoor equipment is well-organised and mainly easily accessible to children.

Children remain safe in the setting because staff are vigilant with regards to security, supervision and the general safety of the areas, without compromising the independence of children. For example, all arrivals and departures to and from the nursery are effectively monitored and recorded, staff check the play areas for safety before children arrive and sleeping babies are within sight of staff at all times. Children start to learn about some aspects of keeping themselves safe as they take part in practising the evacuation of the premises. The provision follows the correct fire and safety precautions and the recommendations of the fire safety officer. Children's welfare is safeguarded because there are clear procedures in place with regard to child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children enjoy taking part in a good range of activities. Babies learn to play happily alongside each other as they explore in the sand. They are stimulated with activities such as handling interesting items in a treasure basket, for example, listening to shells and playing with shiny spoons. They receive very good support from staff as they play creatively, painting pictures and trying on hats. They benefit because staff are skilful in their understanding of when to interact with children and when to allow them independence in play. All interactions are positive and calm, with good eye contact and at the child's level. All children receive some individual attention in accordance with their needs and therefore they are more likely to feel happy and content. Staff are fully aware of children's individual routines, they work closely with parents and use their own initiative to make sure children's care needs are effectively met throughout their time at the nursery.

Older children enjoy good choice and the chance to plan and initiate their own play and learning. Children aged 2 years freely access several play areas and some are independent when going to the toilet. They benefit from easy interactions with staff who listen to them attentively at all times. Children who attend the out-of-school club are involved in planning their own activities. During the school holidays, for example, they follow themes such as 'Charlie and the Chocolate Factory' and take part in interesting activities such as chocolate tasting, finding healthy options to chocolate, and finding out about dental care. They enjoy some time away from the nursery every week during the holidays, for example, as they visit Cleethorpes on a train, go to the local market, to the park and nature reserve. Children are involved in planning some of these activities themselves giving them a sense of belonging to part of the group. They are able to explore their own interests and therefore are more likely to relax and enjoy their free time.

Nursery Education.

The teaching and learning is satisfactory and children make steady progress towards the early learning goals. Staff demonstrate a sound understanding of the foundation stage curriculum and plan a broad range of activities that children enjoy during their time at the nursery. Children's independence and choice is well promoted because of

the strong emphasis on child initiated learning. However, although this approach meets the needs of most children who attend, more able children are not consistently challenged to extend their learning.

Children are confident and independent, they request activities and help to tidy away. They are proud of their achievements, and show good self-esteem, for example, as they show models they have made. Staff promote this effectively by using appropriate encouragement and acknowledgment of their work. Many children persist and concentrate for some time, for example as they complete a collage, or play with construction equipment. Children are enthusiastic about some activities, for example, baking buns with a small group of friends.

Children generally behave well and any minor disagreements are dealt with calmly and positively by staff. Many children talk confidently and clearly, using simple statements, for example, about their families. They use new vocabulary as they are baking and can recognise their names with a picture clue. Children confidently make marks when writing letters at the mark making table and show good skill with the use of tools and equipment, for example, many hold pencils and crayons correctly and some can use scissors.

Many children use some simple mathematical language correctly, for example, full and empty in the sand and water tray, although the extension of this knowledge is not effectively promoted. Children start to solve simple number problems appropriately when singing number rhymes. They confidently use and make shapes when playing with play dough. Children show good skill with the use of computer equipment when playing an alphabet game. They explore shells with interest and notice changes to buns after they have baked. Children enjoy some planned opportunities to learn about the world in which they live as they visit the local park and nature reserve.

Children explore malleable materials skilfully. They move freely and easily between four playrooms. Outdoors children move confidently on wheeled toys around the play area and some climb and slide on large outdoor equipment. The opportunities for children to use small equipment are not systematically planned and therefore children are less likely to start to develop these early skills. The resources available to support this learning are not well-organised, and therefore are less likely to be used effectively.

Children enjoy many planned opportunities to explore media and materials, for example, as they paint or carefully complete a shiny pasta collage. Children play very well imaginatively and benefit from having one room as a designated role play area. Staff make sure this is changed in a small way every day to keep children interested. They enjoy dressing dolls, talking on the phone, making tea, and going to bed. Other imaginative play opportunities enjoyed by children include a beach setting. Children are enthusiastic as they sing familiar songs, for example, Ba Ba Black Sheep, Humpty Dumpty and Five Little Monkeys.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for by staff who treat them as individuals and with equal concern. Children start to develop a positive attitude and gain confidence because there is an atmosphere of mutual respect within the nursery. There are, however, few resources or activities undertaken that help children to start to learn about diversity and the wider world. Children behave well because staff are calm and positive and consistent in the way they manage minor disagreements and squabbles. This helps children to learn about acceptable boundaries and the needs of others. Children with special needs and those for whom English is an additional language, receive appropriate support within the nursery and through links to outside agencies, therefore they are fully integrated and valued.

The partnership with parents is satisfactory. The nursery make generally good efforts to keep parents informed about children's progress through, for example, having open days when parents can attend and talk to key workers. Children benefit because parents receive useful information about the foundation stage curriculum through leaflets and displayed details within the nursery. The parents of babies are kept well informed through the use of daily diaries. Children's records include all of the required information to enable their needs to be met. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is satisfactory.

Children's welfare is promoted and they make steady progress because the nursery is suitably organised. They benefit from being cared for by well-qualified staff who are good role models and are aware of their responsibilities. Good use is made of the space available for children who attend. Group sizes, staff deployment and routines are satisfactory in supporting the needs of all children. The leadership and management is satisfactory. Management are suitably aware of the policies and procedures needed to ensure the smooth running of the provision. Staff are encouraged to undertake appropriate training to help to develop their practice. The nursery works well with outside agencies to ensure the ongoing improvements of the educational provision and overall the needs of all children who attend are met.

Improvements since the last inspection

Not applicable.

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):

- ensure written parental consent is obtained before administering medication
- provide resources and activities that help children to develop a positive image of the wider world.

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):

- provide children with systematically planned learning opportunities to develop their physical skills using small equipment
- ensure children consistently receive appropriate challenges within free play opportunities.

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