

Rainbow Day Nursery

Inspection report for early years provision

Unique Reference Number	EY221842
Inspection date	11 January 2008
Inspector	Sheila Collins
Setting Address	19 Craven Road, Reading, Berkshire, RG1 5LE
Telephone number	0118 322 7112
E-mail	jane.boland@royalberkshire.nhs.uk
Registered person	Royal Berkshire NHS Foundation Trust
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?

The Rainbow Day Nursery opened in 1989. It operates from a purpose built building and is located opposite the Royal Berkshire Hospital in Reading. It provides day care for children of parents who are employees of The Royal Berkshire NHS Foundation Trust. Children are cared for in three main areas with the under two's base room on the ground level and those for the over two year olds on the lower level. Each base room has its own outside area.

The nursery is open Monday to Friday all year round with the exception of Bank Holidays and the days between Christmas and New Year. Core opening hours are 07.30 until 18.00 but children can be cared for from 07.00 until 18.30 by prior arrangement.

A maximum of 59 children may attend the nursery at any one time. There are currently 56 children on roll. Of these, 28 children receive funding for early education. The nursery supports children with learning difficulties and children who speak English as an additional language.

The nursery is part of the Human Resource directorate and is managed by the nursery manager. A Steering Committee and parents' representatives share in the decision making and the running of the nursery. The nursery employs 18 members of staff who work directly with the children.

Of these staff, 15 hold appropriate early years qualifications and two are working towards a qualification. The nursery also employs a housekeeper.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the need for good hygiene practices from an early age. Staff follow good procedures when changing nappies, washing hands and talking to the children whilst changing them. However, not all children who are being potty trained have privacy when using the potty. The older, more able children are independent in their self-care skills, for example, taking themselves to the toilet, and finding and disposing of their own tissues. Children are encouraged to wash their hands before snacks and meals. However, staff in the baby room do not always remember to do this and children in the Big Room wash their hands too far in advance of lunch.

Staff have good knowledge of the children's health needs, which means that children's health is promoted. There are staff trained in first aid on duty at all times and only senior staff administer medication. All the relevant documentation is in place, to support the children's well being.

Children enjoy well-balanced nutritional meals and snacks. Cooked meals are supplied by the Hospital. Staff are aware of children's individual dietary needs and ensure that the children have appropriate food and portions. Older children set their own places and serve their own lunch which promotes their independence. The children in the Big Room can choose whether they would like to have a snack. However, a record is not kept of those who decide not to, which means that parents may not be aware of this.

Babies are learning about their own bodies and what they can do. They crawl, sit and practise walking, gradually developing new skills as they play in their base room. However, they have limited opportunities for outside play.

The children in the Toddlers and the Big Room have daily opportunities to enjoy outdoor play in order to help develop physical skills. For example, they ride on bicycles, climb and slide and play throwing and catching balls. These children enjoy energetic outdoor play as part of developing a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good systems are in place to monitor the safe arrival and departure of children. Visitors and maintenance personnel are not left alone with the children which ensures the children's safety. Staff have a good awareness of safety issues and conduct risk assessments daily, which ensure that any potential hazards for the children are identified and minimised. However, dust in higher, hard to reach places, and the storage of cleaning equipment, such as broom and dustpan and brush in the milk kitchen, pose a health risk to children.

Overall the nursery is clean and well maintained. However, all the children who arrive early in the morning and those who remain later in the evening meet up and play in the baby room. As the children and staff do not change their shoes or remove these prior to entering the area, babies may be at risk when playing on the carpet area.

All areas of the nursery are colourful and welcoming. Children in all areas have access to a wide range of resources. Staff check these regularly to ensure that they are clean and safe for the children to use. Children access resources easily in all rooms as these are stored at child height. Children in the toddler and the Big Room are learning to keep themselves safe, by helping to tidy up in their base rooms, as part of the routine. They are confident when moving between areas of the nursery and within rooms. The children practise regular evacuation drills. They know the rules in place for their safety, for example, how to handle scissors properly, no running indoors and walking upstairs holding onto the rail.

All staff have a good knowledge of child protection issues. Should staff become concerned about a child in their care they know the procedures to follow and management are clear on the routes of referral, which contributes to keeping the children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well supported throughout the nursery. Each child has a key worker which ensures good support for that child. Children in all areas interact well with each other and have very positive relationships with their peers and adults present. They enjoy a variety of stage appropriate activities and experiences which help them develop new skills.

Babies receive a lot of individual attention and have stimulating activities, such as the Treasure basket and sensory play. Older children are involved in appropriate activities and are able to self-select from the activities put out by staff. Staff ensure that the children are given a chance to take part in planned activities, such as corn flour play, playing with dough, singing and story times, as well as free play. Each child is able to choose activities that they would like to take part in and staff are sensitive to the children's individual needs. Staff support the children in their play, praising and encouraging them in their achievements which builds their self-esteem and self-confidence.

The younger children are benefiting from the staff's awareness of the Birth to three matters framework, which they are beginning to use as a planning and assessment tool, so ensuring that the children have suitable stage appropriate experiences. Staff know the children's individual needs and achievements. However, although there is a system in place to record the children's development and progress, this is not used effectively in all areas of the nursery.

Nursery Education.

The quality of teaching and learning is good. The children are becoming independent and take responsibility for their own self-care and work. The children self-select from the activities out in the room but have few opportunities to select other resources for themselves.

At group times, the children sit and listen well. They are becoming confident at speaking in a group, for example, at group time, and initiate conversations with adults, asking questions of visitors. They enjoy role play and use appropriate language to discuss events, for example, when going shopping and feeding the baby. The children have access to paper, pens and pencils on a daily basis and can mark make freely in this area. They are encouraged to try and write their names on their work and use their name cards to help identify the correct sequence of letters. However, they have few opportunities to practise their emergent writing in everyday activities. They have good opportunities to see their names in print during the day. They understand how to use books and enjoy having stories read to them and acting these out.

However, the book area has very little use unless by adult direction and does not appear inviting to the children.

The children count confidently when taking part in activities. They recognise numbers in the environment and are knowledgeable about sizes, sequencing and sorting into groups. They use a good range of mathematical language appropriately, for example, big and little and positional language, such as in front and at the back, when lining up to go outside. They learn the difference between light and heavy when playing with balls on the parachute and about pouring into different containers when playing in the water.

The children enjoy investigating, exploring and experimenting, for example, when playing with the gloop, constructing complex buildings and towers and experimenting with torches. They talk with confidence about the days of the week and the weather. They know how to keep themselves healthy by eating lots of fruit and vegetables and wrapping up when they go outside on a cold day. They are beginning to understand technology when they use the telephones, calculators and the computer.

The children have opportunities to be creative everyday. They confidently paint, draw, colour and make collages. They use a wide range of different materials and media. They create their own works of art by painting their hands and also work co-operatively on collages for the displays. They are confident when describing colours. They play imaginatively, when using small world play, the home corner and the dolls. They take part in singing sessions and can sing songs from memory.

The children engage happily in physical activities, for example, in the outside play area. They balance, slide, ride on bikes, throw and catch balls and generally enjoy outdoor play. However, there are limited opportunities for planned use of the outdoors as a learning environment.

The staff have good knowledge of the way children learn the Foundation Stage and early learning goals. The planning shows a wide and varied curriculum. Although staff have good knowledge of each child's individual learning needs, planning and evaluations do not show how these different needs will be met. Staff undertake observations on the children which are used to update the children's development records. However, supporting evidence kept is not kept in a format which easily identifies the next steps for each child.

The staff praise and encourage the children in their efforts and achievements so boosting their self-esteem and confidence. They extend the children's knowledge and understanding by effective use of open ended questions. They ensure that they are on level with the children either by sitting at the tables or on the floor so that they can join in with work and play and hold conversations with the children.

Helping children make a positive contribution

The provision is good.

Children arrive happily and settle quickly. Staff meet and greet the parents and children individually, which gives them a sense of belonging. Staff know children's individual needs and routines well. Children in all rooms have equal access to all activities and age and stage appropriate resources. They are encouraged to take turns and share and children in the Big Room take responsibility for monitoring turns on the computer themselves. There is a range of resources within the nursery which reflect positive images of different cultures, ethnicity,

gender and disability. Children gain an understanding of the wider world through topic work and looking at different festivals.

Staff value the children as individuals and in all areas of the nursery praise the children for their efforts and achievements which promotes their self-esteem and self-confidence, and makes them feel good about themselves. The children understand what is expected from them in the way of behaviour. They show concern for others and generally behave well. Most staff are consistent in their approach to behaviour management and this helps children learn right from wrong. However, not all staff give explanations to the children as to why their behaviour, for instance running in the room, is not acceptable.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They receive good information about the nursery through the prospectus, notice board and regular newsletters. Policies and procedures are readily available for them in the hallway to ensure they are fully informed about the setting and their children's care. All parents spoken to, are positive about the care their child receives and feel that they are kept well informed about the nursery and events. Parents receive comprehensive information about the Birth to three stage and the Foundation Stage when their child reaches the age where they receive funded nursery education. Parents receive information about the topics the children are involved in and general information on the notice board. Staff discuss the children's individual progress and achievements with parents on a daily basis and at regular meetings with key workers.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom they provide.

Good procedures are in place for the recruitment and induction of new staff and all staff undertake training to keep their knowledge and skills up to date. All staff are aware of their roles within the nursery and staff with extra responsibility, for example, the SENCO, have a good understanding of their roles. There is an effective induction programme in place. All policies and procedures are in place and used effectively to promote the health and welfare of the children.

Children are happy and settled and receive good support from staff who know them well. They are grouped appropriately throughout the nursery in stage related rooms. They have several visits before they go up into the next room, at different times of the day so that they can get used to the new routines. Children in all areas have sufficient space to play and the nursery is organised in a child friendly way. However, consideration has not been given to the fact that all children meet up at the beginning and end of the day in the baby room and babies may be at risk when playing on the carpet area.

The quality of leadership and management is good. The manager has a clear vision of the nursery education at the provision. Management and staff all work well as a team and constantly review all aspects of the provision in their commitment to continuous improvement. A nursery development plan is in place to enhance the provision for the children.

Improvements since the last inspection

At the last care inspection, one recommendation was made. This was to ensure that peeling paint is made inaccessible to the babies. Since that inspection, the nursery has been redecorated so this no longer applies.

At the last nursery education inspection, three recommendations were made. These were: to develop and implement a written system which evaluates the planned activities to reflect future planning and children's individual developmental needs; to improve and develop aspects of the curriculum for sensory development; and to improve and develop all staff's awareness to extend learning opportunities.

Since this inspection, there have been management and staff changes. Some aspects of these recommendations have been implemented and others are ongoing and under review. The nursery education curriculum includes many opportunities for sensory development through different activities. Staff are becoming more aware of how to extend learning opportunities and are working on ways to ensure that planning and observations ensure that the next steps for each child are appropriately assessed.

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):

- review the arrangements in place for snacks and mealtimes
- review the arrangements in place for the storage of cleaning items, such as brooms, and the checking of hard to reach areas within the nursery, in particular mobiles in the toilet areas
- review the arrangements in place at the beginning and end of the day in the baby room to ensure that staff and older children do not pose a risk to the babies by wearing outdoor shoes in the area

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):

- review the record keeping to make sure that appropriate next steps for each child are effectively assessed, recorded and implemented, with supporting evidence and evaluative observations (also applies to care)
- continue to look at ways to ensure that children have more independence in self selecting activities.

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