

# Rainbow Corner Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	134325
<b>Inspection date</b>	14 November 2007
<b>Inspector</b>	Margaret Davie
<b>Setting Address</b>	Love Lane, Watlington, Oxfordshire, OX49 5RB
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<b>Registered person</b>	The Trustees of Rainbow Corner Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Corner Day Nursery opened in 1984 and operates from three rooms in its own building in the Anne Brown Centre on the site of Icknield Community College in Watlington. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year. There are two secure enclosed outdoor play areas to which the children have access.

There are currently 75 children aged from under one to four years on roll. Of these, 11 children receive funding for early education. Most children come from the local area. The nursery employs 16 members of staff. Of these, 12 hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is well promoted. They play in premises that are very clean and staff pay good attention to ensuring good hygiene practices are in place in order to prevent the spread of germs. For example, surfaces are regularly wiped and disinfected and toilet areas are cleaned thoroughly throughout the day. Nappy changing mats are disinfected after each use. Children are developing good hygiene routines because they are encouraged to understand the importance of regular hand washing from an early age. For example, after using the toilet a two year old is asked by a member of staff 'What do you have to do now?' showing her a rubbing of hands motion. Older children know they have to wash their hands before cooking to prevent the spread of germs.

Young children and babies sleep and play according to their own patterns. Babies sleep in a dedicated room using their own linen to ensure their good health. The large open plan space allows them the freedom and room to practise their physical skills. For example, they delight at pulling themselves up to their feet holding on to the low sill of the big window to look out at the garden. Young children do not however always have their snacks served to them at the tables or on plates, which means they occasionally eat off the floor because they are unable to hold the food in their hands. This poses a risk to their good health.

Children are well cared for in the event of a minor accident or illness because most staff have had recent first aid training. A clear policy which is understood by all staff and discussed with parents is implemented in regard to the administration of medicine. Parents are always asked to give prior written permission to administer any medication; however the nursery does not keep a record of when this has been done which could pose a risk to children's good health and continuity of care.

Children enjoy a healthy diet and have regular snacks and meals. They are offered fresh fruit and vegetables along with nutritious meals such as roast chicken or spaghetti. Parents are routinely asked to provide information about their child's dietary requirements in order to ensure children's good health. Children are regularly offered drinks during the day or can ask for one if they are thirsty, but are not able to help themselves to a drink of fresh water whenever they want.

Children develop good physical skills both indoors and outdoors. They pedal and push trikes and bikes while negotiating the outdoor track, slide, climb and balance using the large equipment in the garden and navigate obstacles while playing with the old tires. They dig and model in the sand and mud pits and develop their hand control drawing on the pavement with chalk. Children enjoy painting, modelling and craft activities, using a range of brushes and tools to develop their manipulation skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play and learn in premises that are safe and secure. There is adequate space for them and they have good access to a range of activities which promote their development. The nursery is very nicely decorated and welcoming to children and their families. Displays and interesting activities encourage even the youngest children to involve themselves in play as

soon as they arrive. The nursery operates from three rooms; a sleep room for babies and young children, a quiet room and a large room which is skilfully partitioned to provide safe areas for the range of ages. Because of the open nature of the nursery, children watch each other with interest and can keep in touch with siblings. Children enjoy planned access to two secure and well maintained outdoor areas. Young children play in their own dedicated outdoor area with a range of equipment that is suitable to their ages and stages of development.

Children use toys and other equipment which is regularly checked to ensure it remains in good condition and safe for them to use. Young children and babies play with suitable toys which provide stimulating experiences to encourage them to develop in all areas. For example, they explore sensory items made of wool or wood. Risk assessments are regularly carried out for both the indoor and outdoor areas to ensure any potential hazards are minimised and fire safety procedures are in place. Staff are vigilant about children's safety, for example, reminding them not to stand behind doors.

Children's risk of harm from others is minimised because the nursery complies with local Safeguarding Children Boards procedures and ensures that all staff are properly vetted and aware of their responsibility in relation to ensuring the welfare of the children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children make good progress because staff plan and provide good opportunities and play activities which help them develop their emotional, physical, social and intellectual capabilities. Children are confident and have a good level of self esteem. Older children happily chat with visitors and babies and young children show a great deal of curiosity at their surroundings. This is because staff support them very well and have a clear understanding of how young children develop.

Children benefit from plenty of opportunities and first hand experiences to build on their natural curiosity. For example after encouragement from a member of staff, young children playing outside, enjoy gathering and throwing leaves into the air to watch them being blown around by the wind. Older children develop their mathematical skills, filling up containers with dried pasta and by painting repeating patterns using a range of equipment such as brushes and rollers. They develop good listening skills while hearing stories and develop language skills and their imagination during role-play.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress because staff have a clear understanding of the requirements of the Foundation Stage Curriculum and keep up to date with training in order to develop their skills. They offer children good adult support and plan and provide varied and broad experiences to promote learning in all areas. Children's learning is well supported by their key workers who make observations to identify what children know and can do and to identify their next steps in learning. However daily plans are not evaluated regularly to ensure children are making expected gains in their development. This means that there is a potential for missing gaps in children's learning.

Children develop very good personal, social and emotional skills. They move around the setting confidently and select activities according to their own interests. They play cooperatively with other children and share resources well. This is because of the efforts staff make with children

from their earliest days at the nursery to help them understand the importance of cooperation and consideration for others.

Children talk confidently while sharing their news from home during registration and enjoy listening to and talking about the content of stories. They develop early writing skills using the resources on the writing table and by practising their hand control while painting and drawing. However there are limited opportunities for them to practice their writing skills in every day activities in the role play areas. Children enjoy handling different materials such as sand and mud and making and decorating shakers made out of containers filled with pasta. They measure during cooking activities and enjoy kneading dough while making bread. They access technology while using the computer equipment, confidently using the mouse to play simple word and number games. They explore sound using a range of instruments and sing along to simple action songs with enthusiasm.

### **Helping children make a positive contribution**

The provision is good.

Children are developing positive attitudes toward equality of opportunity and anti-discriminatory practice because of the good role models provided by staff. All children are treated with equal concern and the nursery routinely collects information from parents to ensure records contain all relevant information to help them meet children's individual needs.

Children are constantly praised and encouraged, which helps them develop good levels of self esteem. They play with toys and resources to help them challenge stereotypical behaviour patterns, for example girls use building equipment in the outdoor play area and boys take dolls for a walk in the prams and pushchairs. Children consider the challenges of living with a physical disability when listening to stories and explore cultural differences when learning about festivals celebrated around the world. For example, they learn about the celebration of Diwali and bake naan bread. They gain an understanding of their own community on outings to local shops and all walk to the Church to celebrate at Easter. Children's spiritual, moral, social and cultural development is fostered.

Children behave very well. Staff provide positive role models to children in the way they interact with them and manage their behaviour. Much time is spent explaining to children why it is important for them to share and play cooperatively and as a result children learn right from wrong and start to take responsibility for their own actions. Adults handle behaviour consistently and use strategies which are developmentally appropriate, respecting each child's level of understanding.

Children benefit from the good relationships staff form with their parents and carers. The nursery has a policy of greeting all parents when they arrive and this leads to good opportunities for informal chats and sharing of information. Daily diaries are used to keep parents fully aware of the care that has been provided for their babies so they can provide continuity in their care. Developmental records are shared with parents twice yearly and are available for them to see at any time so that they can keep themselves fully informed. Partnership with parents and carers of children in receipt of nursery education is good. Parents are sent information to familiarise themselves with the requirements of the Foundation Stage Curriculum. Themes and topics are regularly shared with them and staff ensure there is always a photographic display to keep them informed about what activities their children are doing. They receive a written learning summary for their child every six months which give them the opportunity to add their

own comments. The way in which medication records are kept and shared with parents does not however, ensure privacy and could therefore pose a risk to children's welfare.

## **Organisation**

The organisation is good.

Children are well cared for because the setting is well organised to meet their needs. Good use is made of space with dedicated areas to provide for various ages and activities. The open plan layout of the main room allows for a welcoming family atmosphere where children can still have contact with friends and siblings of different ages. The layout of the rooms does however present some challenges to the way in which older children can have free access to the outdoor area.

Children are supported by staff who are well qualified and attend regular training to update their skills. Children's independence is well developed as resources and equipment are organised in a way that lets them make choices and follow their own interests. Every child is allocated to a key worker who takes overall responsibility for their wellbeing and provides a formal point of contact for parents to ensure that information about children's ongoing needs is shared. Staff work well as a team ensuring that children are well cared for at all times.

All required documentation is in place for the care of children and ratios are always observed. Attendance registers are properly maintained and accident and medication records countersigned by parents to ensure continuity of care. However the nursery has not given consideration to protecting children's privacy in the way medication records are set up.

Leadership and management of nursery education is good. The leader has a clear vision and is conscientious about the need to provide children with a range of experiences to prepare them for their transition to more formal education. Staff work well as a team to ensure children make good progress towards the early learning goals. The nursery meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery was asked to improve opportunities for children to develop self help skills, to ensure that confidentiality is maintained in the complaints record and to devise a procedure to be followed in the event an allegation of abuse was made against a member of staff.

Children have improved opportunities to develop self help skills during nursery routines. For example, children over two have a snack according to their own preferences and manage their own toileting as appropriate to their age and stage of development. Children dress themselves for outdoor play from a young age and are supported in developing their independent eating habits by staff who are well tuned in to their individual needs.

Children's privacy is protected in relation to the sharing of information in the complaints record, as letters are now filed in a way which does not divulge individual identity. Children's welfare is protected because the committee has amended child protection procedures to include procedures to be followed in the event an allegation of abuse was ever made against a member of staff.

## **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):

- ensure written records which maintain confidentiality are kept of all medicines administered to children
- ensure fresh drinking water is available to children at all times

#### **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 more opportunities for children to practise their early writing skills in every day activities
- evaluate daily plans and use information gained to inform future planning

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](http://www.ofsted.gov.uk)