

Rainbow Lodge

Inspection report for early years provision

Unique Reference Number	EY260996
Inspection date	11 December 2007
Inspector	Lynne Pope
Setting Address	12 Elloughton Road, Brough, North Humberside, HU15 1AE
Telephone number	01482 668556
E-mail	leewilkinson501@hotmail.com
Registered person	Lee Anthony Wilkinson
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 Lodge is run by a private provider. It opened in 2003 and operates from a purpose built two story property in Brough. A maximum of 29 children may attend the nursery at any one time. The nursery is open each week day from 07.45 until 18.00 for 51 weeks of the year.

There are currently 51 children aged from three months to five years on roll. Of these 18 children receive funding for early education. Children come from a wide catchments area.

The nursery employs 12 staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have access to a clean, very well maintained environment. They benefit from staff taking steps to prevent the spread of infection. For example, they keep the premises clean and

handle food safely. Children learn about personal hygiene routines however, this is not consistently applied by staff when some children do not wash their hands before snacks, meals or after potty training. Privacy is not provided for children who are being potty trained. An effective sickness policy is in place which protects children from the spread of infection. Appropriate consents and records are in place for the administration of medication and recording accidents.

Children enthusiastically take an active part in physical exercise, learning about the importance of activity in a healthy lifestyle. They all access the outdoor play area where they can ride bikes, use the slide and scooters, investigate books and jigsaws and look at nature such as the frost on the ground. Frequent walks are taken in the local environment and movement to music indoors is enjoyed. Children's wellbeing is enhanced as they access a well balanced, healthy diet. Meals are freshly prepared on the premises. Pre-school children develop their independence as they pour drinks at snack time and pass round the fruit bowl. However, at tea time independence is not promoted as there is no discussion about what there is and whether children would like it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a well organised environment. The playrooms and corridors are made welcoming with information for parents, children's art work and photographs of activities. This gives children ownership of the environment. The indoor and outdoor space is organised effectively enabling children to explore and take risks while being supervised. Children use an extensive range of safe, well maintained toys and equipment suitable to the age and stage of their development. They are able to make their own choice which enables them to develop their independence.

Children are cared for in a very secure environment and are well protected by the procedures in place. All visitors to the building are monitored. Any risks are quickly identified for repair or removal and are monitored by the use of charts in each play room. Children develop a good awareness of their own safety through sensitive reminders, such as, to be careful when it is icy outdoors. Babies and young children sleep safely and are comfortable. They are frequently monitored.

Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and comfortable. They settle well and build good relationships with staff and peers. Their self-esteem is well developed as they receive regular praise for their efforts. They are motivated and interested in a broad range of developmentally appropriate activities which provide good levels of challenge appropriate to their age and stage of development. Babies show emerging confidence and independence as they begin to select their own toys. Staff get down to children's level, joining in with their play, extending their play as they talk to them. They particularly enjoy the sensory experience of playing in the sand tray, feeling the texture of the sand. They explore interactive toys as they begin to understand that something will happen when they press a button. Children aged 18 months to two and half years make their own choices about

what they do. They attempt to make simple jigsaws, build with blocks and are creative with glue as they make a snowman collage. Staff extend activities by asking appropriate questions such as 'how many, what colour is that and what if'?

Staff have a good knowledge of and plan around the 'Birth to three matters' framework. They observe children during their activities and keep a record of their progress. This helps them to plan the next step in children's play and learning.

Nursery education

The quality of teaching and learning is good. Children are settled and confident in the setting. They have a positive approach to activities being eager to take part. Staff have a secure knowledge of the 'Foundation stage'. They regularly monitor and assess children's developmental progress with the result that they have a good knowledge of each child's stage of development. In practice staff adapt activities for children of different ages and abilities however, written plans do not identify this. Observations are carried out and activities are evaluated which helps with future planning. Children make good progress.

Children have developed good relationships. They are confident speakers enjoying talking to staff, visitors and each other. The arrangement of resources enables them to become very independent as they make choices about their activities. Communication, language and literacy is developed really well. Children are beginning to recognise letters in their name and more able children can say what all the letters are. They are learning about words that rhyme and eagerly give suggestions for words that rhyme with hat. A great appreciation is shown for books as they look at them independently and in groups, describing what is happening in the pictures.

Children are confident when using number in everyday contexts. They order items according to size, do simple calculations such as taking one away and saying how many are left and use shape in their play, such as the triangle in the sand. Exploration and investigation is keenly followed when children discover ice in the garden. Staff use the opportunity to have lots of discussion, provide resources such as books and magnifying glasses and encourage children to discover what happens to the ice in different environments.

Helping children make a positive contribution

The provision is good.

Children develop a positive attitude towards others and gain a good understanding about the wider world. Older children become involved in looking at typical celebrations such as weddings and baptism. Photographs are studied and visits are made to a local church. Walks take place in the local environment for all children to the park, library and railway station. Visitors come into the provision such as the fireman, dentist, coastguard and scuba diver. This positive approach fosters children's spiritual, moral, social and cultural development well. Children benefit from the calm, consistent attitude of staff. They provide good role models using praise frequently to develop children's self-esteem and to help them understand when they have done well. Children feel a sense of belonging in the setting where they show care and consideration for each other. They are beginning to cooperate well together, for example, when playing a game together.

Partnership with parents and carers is good. Children benefit from a two way sharing of information between staff and parents which enhances their learning. A daily diary is shared with parents of young children and verbal feedback is given for older children. Regular

newsletters keep them updated on the provision. All parents have access to their child's development file and are able to attend a annual review of their child's progress. Parents stated at the inspection that they are very happy with the standard of care that their child receives.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of the children for whom it provides. Effective recruitment procedures ensure that children are cared for by staff with knowledge and understanding of child development. Further training and good teamwork ensures that they understand the policies, procedures and the philosophy of the provision. The required policies and procedures are in place which supports the care of the children. All records are accurate and up to date. Organisation of the premises is good, allowing children to select their own resources and take part safely. A good balance is maintained between physical exercise and rest periods. Staff are enthusiastic and committed ensuring that children's time is fulfilling and productive. In practise, staff work towards keeping children healthy and safeguard their welfare.

The leadership and management is good. The good staff team have an excellent understanding of learning and development. Close relationships have been developed between the nursery and local schools that children will attend which results in a smooth transition. The manager is very forward thinking. The self evaluation form has been regularly updated ready for inspection. Practice is continually evaluated with all staff having the opportunity to contribute. As a staff team an action plan was developed for this year highlighting what they do well and what can be improved.

Improvements since the last inspection

At the previous inspection four recommendations were raised. The provider has updated the child protection policy to include a procedure should there be an allegation against a member of staff. An incident record is available to record any instances where a staff member has intervened to prevent an accident. Parents and carers sign the medication record to acknowledge that they have been informed medication has been administered and records of accidents and medication are kept in children's files for confidentiality.

At the previous nursery education inspection one point for consideration was raised. Methods have been put in place to address the use of simple words and phrases for children who have dual language.

Complaints since the last inspection

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.

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 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 children wash their hands before and after meals and after using the potty to promote good hygiene practices
- provide privacy for children that are being potty trained
- develop pre-school children's independence at meal times by discussing what the options are, therefore, enabling them to make their own choices.

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):

- develop planning further to highlight what would be done with children of different ages and abilities.

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