

# Rainbow Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY296978

**Inspection date**

10/09/2009

**Inspector**

Kay Margaret Armstrong

**Setting address**

11 Hall Green Road, Dukinfield, Cheshire, SK16 4EP

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Rainbow Private Day Nursery has been registered since October 2004. The facility is privately owned and operates from a converted and extended house situated in the Dukinfield area of Tameside. Children are cared for within three areas over two floors, according to their ages and abilities. There are two outdoor play areas which are shared by all the children. The setting is open from 7.30 a.m. to 6 p.m. Monday to Friday, all year round, except for a week during the Christmas period and all bank holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for 45 children under eight. Currently there are 47 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The provision welcomes children with learning difficulties and disabilities and children who speak English as an additional language.

There are 12 staff who care for the children. Eight of whom, have recognised childcare qualifications to level 2/3, with an additional two members of staff working towards a level 2 qualification. The Manager and Deputy both have level 4 qualifications and are embarking upon a Foundation Degree in Early Childhood Studies. The nursery has gained awards from the local authority which include, Food Safety, Gold Standard Healthy Choice award and Lead Practitioners for Pre-School Children. The setting also receives support from the local authority early years advisory team and is a member of the National Day Nursery Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The dedicated staff team have a good understanding of the Early Years Foundation Stage framework. They strive to meet children's individual needs by offering a rich and varied range of activities that build on their interests. As a result, children make good progress in their learning and development. Most welfare requirements are effectively met, which supports children's overall well-being. The owner demonstrates a positive commitment to continuous improvement and has good systems in place to monitor and evaluate the provision to ensure positive outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure good hygiene procedures are consistently implemented throughout the nursery paying particular attention to the bathroom areas and children's hand washing routines to minimise the spread of infection
- provide opportunities for pre-school children to practice their independence

skills at mealtimes.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is effectively promoted through robust vetting and recruitment procedures which ensures children are cared for by suitable persons. Children are well protected as staff have a good understanding of their role to safeguard children and have confidence in their ability to put relevant procedures into practice should concerns arise. Detailed written risk assessments and daily checks are carried out, for the premises and for outings, creating a safe and secure environment for the children to play and explore. The emergency evacuation plan is in place and practised regularly contributing to children's safety whilst on the premises. Space and resources are organised well, this allows children to move around freely and safely. All written policies and procedures are in place to ensure the safe and efficient management of the provision. Furthermore, staff are effectively deployed, as a result they are able to respond to children's needs promptly and sensitively.

The owner drives improvement by motivating staff through team meetings and involving them in an audit of the EYFS. This supports and strengthens the staffs understanding of the framework which provides them with confidence in their ability to deliver a stimulating range of activities to meet children's individual needs. The owner acts as a positive role model and encourages and maintains enthusiasm amongst the staff team by allocating areas of responsibility, such as special education needs coordinator. Management and staff demonstrate a strong capacity to continually improve the service they provide by monitoring and evaluating practices in order to identify areas of strength and weakness. For example, by completing the self-evaluation form they identified areas for improvement, such as enabling children to contribute to the daily routine by implementing a visual timetable and improving access to the outdoor area. Staff are well supported in attending ongoing training to increase their knowledge and skills, such as first aid, safeguarding and food hygiene. Feedback is sought from parents by means of questionnaires. Reasonable steps have been taken to complete recommendations from the last inspection, such as observations of children's progress and implementation of risk assessments. However, although children's personal hygiene procedures are implemented well in some areas of the provision. This is not consistent throughout the nursery, particularly in relation to children's hand washing routines. The standard of hygiene in the bathroom area is not sufficiently monitored to minimise the risk of infection.

Children benefit as staff have established positive relationships with parents. They are welcomed into the setting and are at ease talking to staff. The written reflections of children's progress keep parents informed of how their child is doing and provide space for parents to add comments if they wish. Relevant information regarding the uniqueness of each child is obtained from parents, as they complete an 'all about me' sheet when they start at the nursery. The setting works well with other agencies, such as physiotherapists and speech and language therapists to ensure all children receive the support they need. All children are included in

activities as staff skilfully change or adapt their approach to suit all levels of ability. Equality and diversity is positively reflected in the equal opportunity policy which is clearly understood by staff and parents. This is reflected in the practice as resources show positive images of our diverse society.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress towards the early learning goals in relation to their starting points and capabilities. The staff have effective systems in place to observe and monitor their progress as records of development clearly reflect children's achievements and identifies the next steps in their development. Planning is clearly linked to the early learning goals throughout the nursery and takes into account the next stages in children's development. Children are becoming active learners because staff work hard to make the learning environment accessible and appealing to all children. A continuous range of resources are easily accessible both indoors and outdoors. This encourages and supports children to make informed choices in their play and learning.

Babies freely explore the environment with interest as they investigate the resources. They practise emerging physical skills, such as crawling and walking around the furniture with support from the staff. Babies have lots of cuddles, enjoy good eye contact and are spoken to gently by the staff who sit on the floor playing with them. Their individual needs are well met as staff know them well. Babies gain great pleasure from a range of sensory activities which include exploring toys which have pulsating lights and make noises. They relish playing with paint, sand and exploring items in the treasure baskets.

Children play in a print rich environment throughout the nursery which promotes their understanding that print carries meaning. They have many opportunities to mark make with their fingers in dry sand and with pencils and crayons. Staff spend time listening and talking to the children which ensures they feel valued and respected. Children are well supported and are provided with a good balance of adult led and child initiated activities. All children enjoy playing outdoors, they have fun whilst developing skills in coordination as they climb, ride bikes and run around. They learn about weight and capacity as they dig in the sand, filling buckets and making sandcastles. The older children get very excited as they turn over a large stone in the garden to discover slugs, worms, snails and a centipede. They take turns to handle the bugs carefully, watching the way they move and making observations about how they feel on their hands. They take particular interest in the centipede and use mathematical language as they talk about it having a 'hundred legs' and how they tickle their hands.

There is a good balance of adult led and child initiated activities. Children freely explore and are eager to participate in circle and story time. Children are very familiar with the routine and staffs expectations. They behave well; they listen carefully to staffs request, take turns and help each other. For example, as they walk along the balancing track, a child holds her friends hand to stop her wobbling. Older children play imaginatively together as they build a bus from large bricks.

Staff extend their game and understanding by encouraging them to look for an item which can become a steering wheel and help them make 'seat belts' with construction materials. Younger children learn to match as they complete number puzzles with help from staff. Their independence and dexterity is promoted as they peel their own fruit at snack time. Children are clearly developing skills for the future as they become competent in using technology. They use the computer and other electronic resources such as a remote control bug. Children are beginning to learn about difference and to respect other cultures as they celebrate a range of festivals throughout the year. Staff use simple signs and a visual timetable effectively to support verbal communications. A good range of play resources reflect positive images of our diverse society and these help children become aware of the wider world and value difference.

Children demonstrate a strong sense of security and understand issues relating to safety. For example, they know why they must be careful as they negotiate the stairs. Many children have good self-help skills and are beginning to understand the importance of leading healthy lifestyles. They make healthy choices at meal and snack times and are able to keep themselves hydrated as water is readily available in all the rooms. Although children's independence is generally well supported throughout the nursery, pre-school children do not have the opportunity to serve themselves at lunch time.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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