

# Rainbow Childcare

Inspection report for early years provision

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**Unique reference number** EY315014  
**Inspection date** 19/10/2009  
**Inspector** Lindsay Helen Dobson

**Setting address** 152 Wakefield Road, Ossett, West Yorkshire, WF5 9AQ

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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.

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## Description of the setting

Rainbow Childcare has been registered at the current premises since 2005 and has been trading since 1988. The nursery is situated in Ossett, near Wakefield. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register to offer care for a maximum of 48 children under eight years of age. There are currently 87 children on roll in the early years age range. The nursery is open Monday to Friday throughout the year from 7.30am to 6pm.

Children are looked after in four rooms on the ground floor of the main building. Kitchen and bathroom facilities are also available on the ground floor, with the office and staff room situated on the first floor. There is also a pre-school annex across the courtyard with one main play room and toilet facilities. There is enclosed outdoor play areas for all children.

There are 12 members of staff including the management team employed in the setting, and all staff have appropriate early years qualifications. The nursery receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with a comfortable and very stimulating place to play and learn. As a result, children are making good progress with their development. Staff take into account the unique needs of each child with their careful individual monitoring of progress. Overall, children's safety is positively promoted and children are developing an excellent knowledge of a healthy lifestyle. The nursery has established exceptionally good links with parents, so that all children receive care and education appropriate to their needs. Staff work very effectively as a team and are led by a competent and forward-thinking management team. The setting has a good capacity to make necessary changes and to maintain continuous improvement through their development plans, self assessment processes and the commitment staff have to continually attend training. This has a positive impact on the outcomes for children and their families.

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

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- further provide positive images that challenge younger children's thinking and help them to embrace differences.

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

Children are protected because all staff have a secure understanding of safeguarding procedures, and know what to do if they should have concerns about a child. Staff are aware of the possible signs of abuse, and the management team work closely with the relevant agencies to ensure that the needs of all children who attend the nursery are met. All staff working at the setting have been employed through the robust recruitment and vetting procedures, and relevant documentation evidencing their clearance is held on file. Detailed records of risk assessments cover all areas of the building including the outdoor play areas. Staff also carry out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe, whilst ensuring they are cared for in a safe and secure environment. However, although staff are effective in identifying potential hazards and the outings policy is clearly followed when taking children out of the setting, the risk assessments for outings are not currently recorded in the same robust manner.

The management's positive attitude to the process of self-evaluation significantly promotes their capacity to improve. Careful assessment of their setting, gathering the views of staff through regular meetings and detailed questionnaire responses from parents ensure any areas for improvement are identified and quickly acted upon. All children are valued and respected within the setting and their individuality recognised. Staff demonstrate a good awareness of their key worker children and their home set up. In most areas of the nursery, well presented toys and resources reflect diversity and encourage discussions about people's differing needs and welcome posters create a sense of value and belonging. However, not all areas of the nursery are as well resourced and opportunities to promote and challenge younger children's thinking are not as strong.

Parents receive exceptionally clear and professionally presented information about the setting by way of a prospectus. Interesting posters and wall displays ensure that parents are well-informed about the Early Years Foundation Stage, and how their children are learning. Regular newsletters and very informative notice boards let parents know of any changes and forthcoming events. Daily feedback from the key-person to the parents is very clear, informative and covers how children have been and what they have been doing; this is supported by written daily log books, which parents also write in to further promote a shared care approach. Parents are encouraged to keep staff updated with any changes which occur within the home, and are able to play an active role in their children's learning and well-being. For example, they are asked to share information of the children's family members and any special occasions. These are placed in the children's learning journeys, and used to inform future individual planning and promote a seamless learning journey for their children between nursery and home. During the inspection parents and carers unreservedly express their appreciation of the care provided. They are incredibly supportive of the setting and thrilled with the support the staff have given them and their children. Partnerships with other agencies are in place to support the nursery and staff value the input from other professionals. Parents are asked to share information with the nursery about any other settings their children

attend. There are good links developed with the local schools and the teachers visit the nursery to support the children's transition.

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

Good settling-in procedures offered to children enable them to become familiar with the surroundings and the adults whose care they will be in. As a result, children settle quickly, enjoy their time in the nursery and establish good relationships with all staff. Children behave well as they are fully occupied in activities that interest them. Staff act as good role models in the way they talk to the children and provide their care. Consequently, children are polite and show care and concern for others. Children's confidence and self-esteem are raised through the positive praise they receive for their achievements. For example, babies and younger children are cuddled, given good eye contact and staff clap and laugh along with them, whilst more able children are praised and given stickers which they wear with pride.

Children throughout the nursery make good progress towards the early learning goals. Staff are confident in their knowledge of the Early Years Foundation Stage, and procedures they use to monitor children's progress are working effectively. Children's progress is well tracked and cross-referenced to each area of learning to ensure they are following a broad range of activities. Staff use information about individual children to bring ideas into planning so that they can help children take the next steps. Observation and assessment of children is ongoing, and staff use a mix of photographs and written observations to build an informative record of the stage of learning for each child. These records are shared with parents, alongside informal daily conversations.

Children throughout the nursery are provided with a good range of both adult-led and child-initiated activities. The activities on offer provide children with challenging and enjoyable experiences, for example, children of all ages are able to develop their creativity as they access paint, play dough and box craft modelling. The more able children freely select from a range of recycled materials to make their own unique models, whilst the younger children free paint and mix the available colours, making their own designs. For example, children use the red and white paint and happily show the staff they have painted a pink picture. Children's knowledge and understanding of the world is positively promoted throughout the setting, as all children have access to a range of information technology. For example, younger children play in the home corner with a range of small world resources, whilst more able children show their developing skills on the computer as they confidently use the keys and in built mouse and select and change the games they play. Babies enjoy a good range of musical toys which require them to push and turn the buttons, and they learn about cause and effect as they play. All children have been able to enjoy the flowers and vegetables the pre-school children planted, as the younger children have helped to water them and watch them grow. The children have successfully grown potatoes and are currently enjoying the fragrances from the herb garden. Throughout the setting, communication, language and literacy are positively promoted. Each age group is

freely able to access a good range of books in a designated comfortable area. Children regularly use these areas alone, with their friends and with the staff who read stories to them and encourage them to participate.

Children are exceptionally well supported in gaining an understanding about what constitutes a healthy life style. Outdoor play and exercise is an integral part of the nursery day, and the provision of all-in-one waterproof suits means that children can play outside in all weathers. The outdoor area has been recently developed and offers some wonderful opportunities for children to investigate all areas of the curriculum. Hygiene routines are extremely effective within the nursery. For example, children know when and why they need to wash their hands and also know that this helps to remove germs from their hands before they eat food. Those who have infectious illnesses remain at home, which helps to prevent the risk of cross infection. Snacks and meals are healthy and include fresh fruit and vegetables. Children also learn about healthy eating through wall displays, adult input and role play experiences. For example, children eat fruit yoghurt and identify the fruit on the wall chart. They can see that this is on the healthy side of the chart and tell the staff 'you can eat as much fruit as you want'. Children explain how they keep safe in the setting, for example, they use their 'walking feet' inside so they don't bump into other children 'otherwise they will get hurt.' All children demonstrate a good sense of security as they approach staff and interact with them during play. They learn about keeping safe through a good range of learning opportunities, including visits from professionals, such as the fire brigade. These opportunities help children to learn about personal safety.

## 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	1

### 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	1
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

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