



# Rainbow Private Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296978
<b>Inspection date</b>	05 October 2005
<b>Inspector</b>	Sarah Taylor
<b>Setting Address</b>	11 Hall Green Road, Dukinfield, Cheshire, SK16 4EP
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<b>Registered person</b>	Lisa Elizabeth Jones and Michael Jason Jones
<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*

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## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Rainbow Nursery operates from six rooms on two levels in a converted and extended house situated in Dukinfield.

There are currently 52 children from 6 months to 4 years on roll. This includes 12 children who are in receipt of the Nursery Education Grant.

The group opens five days a week all year round apart from Christmas week and

bank holidays. Sessions are from 08.00 until 18.00.

The manager and her deputy are both qualified and have relevant experience.

The nursery receives support from a teacher from the Local Authority. The nursery is a member of the National Day Nursery Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children access outdoor activities daily which contribute to their health. They run and play in the fresh air and practise physical skills on equipment such as the climbing frame, wheeled vehicles and slide. They understand that exercise is important as staff promote physical activity on a daily basis.

Children are not adequately protected from infection as the general cleanliness of the nursery is not maintained. This includes general cleaning of the areas used by children especially the bathrooms, wiping of tables before and after snack time and the cleaning of toys and equipment. Staff do not always follow hygiene routines in the bathroom when taking the children to the toilet and this puts children at risk.

Children benefit from staff training in first aid procedures. However, the first aid boxes around the provision are not sufficiently stocked or accessible.

Staff knowledge of food hygiene practices contributes to the prevention of infection in the kitchen and during meal times. Children are reminded of the importance of personal hygiene before lunch time when they are asked to wash their hands. Children understand why they wash their hands and say that it is to stop the germs. They are protected from cross infection as the provider has a satisfactory sick child policy which is shared with parents.

Children's understanding of a healthy diet is fostered through the provision of a satisfactory choice of healthy snacks. Their dietary requirements are catered for through the provision of appropriate meals for each child. Children eat a range of options from the menu. They develop manners and social skills as they eat together, take turns and share. Children develop independent feeding skills as they are provided with appropriate cutlery and equipment. Children do not have the benefit of continuous hydration as drinks are kept out of reach in each room and children cannot help themselves independently.

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

The provision is satisfactory.

Children are cared for in adequately maintained premises. However, risk assessments have not adequately highlighted safety issues such as torn and lifted carpet on the stairway, entry to the pre-school and inside the pre-school and this puts

children at risk.

Spacious and welcoming facilities are provided. Displays of children's work are bright and attractive helping to develop children's sense of belonging. Children are able to move around safely in the suitably organised environment. Rooms are arranged adequately to provide different areas for play and for rest. Children benefit from sufficient space and suitable facilities indoors and out of doors. The children are generally safeguarded within the setting as doors are kept locked with a bell entry system.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment to choose from. Children safely access a variety of real items such as pebbles, beads and fabrics. Safety equipment such as safety gates, finger safes and grid covers are in place. This effectively maintains children's wellbeing.

The protection of children is maintained as staff have a clear understanding of the Area Child Protection Committee guidance. They know how to safeguard the child. A nominated member of staff takes responsibility for the handling of concerns and staff know how to monitor any concerns they may have.

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

The provision is satisfactory.

Children are suitably stimulated through the range of activities on offer such as the role play area, puzzles, construction and art and craft activities in each of the play rooms. Areas are defined and the children choose where they would like to play. Children are valued and are listened to by the staff who get down to the child's level to interact therefore promoting their self esteem.

All children have opportunities to develop socially, emotionally, physically and intellectually. They enjoy activities such as sharing picture books and talking about stories, exploring the texture of fabrics, singing songs and nursery rhymes, participating in movement and creative art work.

The Birth to three matters framework is used to devise adequate play plans for children. The children achieve set targets and progress is assessed as part of ongoing observations and each term in a more detailed report. This ensures that activities are appropriate to the child's stage of development and that children are challenged and supported as necessary.

### **Nursery Education**

Children enjoy what they do and are fully engaged in activities until they have finished. They are happy and have fun. Children make satisfactory progress in relation to the Foundation Stage Stepping Stones. They work towards the early learning goals as staff have a satisfactory understanding of the curriculum and plan appropriate activities in each area.

Children have happy and relaxed relationships with staff who listen to them and respond appropriately. They show developing independence and self care skills such as toileting and helping themselves to equipment they need. They confidently express their ideas and thoughts, for example, in describing their play in the role play area. Children begin to recognise the letters in their names in the magic box activity. They begin to underwrite recognisable letters in the books that they have made about themselves. They have an understanding that print carries meaning as they listen and respond to stories in the book corner. There are limited opportunities for mark making throughout continuous play, for example, in the role play area. This delays an understanding that writing is for a purpose.

Children are developing an understanding of the number system as they count the number of pasta tubes they have threaded. They use positional language confidently and can describe the features of a common shape. Mathematical development is not promoted as part of continuous play such as in the home corner or as part of snack or lunch time and this hinders their understanding that numbers are for a purpose.

Children learn to explore and investigate as they use different materials such as beads, pasta and sponge. They learn to sort them into baskets. Their physical skills are developed through the use of a range of outdoor and indoor equipment. Children play imaginatively in role play and express themselves using a variety of media like 3D construction paint. They enjoy making music using a range of musical instruments and everyday objects such as pans.

Teaching and learning is satisfactory. Staff have a satisfactory awareness of children's capabilities and in their day to day focused teaching activities they build on this to develop learning. However, the lack of questions and interaction with the children as they play does not provide challenge for more able children or support for less able children. There is a clear method of ensuring that observations of children's learning are recorded by staff. These observations, however, are not evaluative and this prevents planning and teaching from effectively building on what children know. A satisfactory range of teaching styles such as whole class, group and individual methods ensure that children are fully engaged and are learning.

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

The provision is satisfactory.

Children make free choices from all toys. Their experience of the wider world is promoted through topics on different festivals like Chinese New Year and Divali and on people in the community. There are some positive images of race, culture, religion, gender and disability and there are plans in place to promote anti-discriminatory practice. This positive approach fosters children's spiritual, moral, social and cultural development.

Children are well behaved. They know what is expected of them because staff use consistent methods of behaviour management. Staff are satisfactory role models. There is a clear policy of dealing with behaviour and bullying issues and this helps to promote children's self esteem.

Children with special needs integrate well into the nursery. Activities and equipment are adapted to ensure all children are able to participate fully. Children with special needs are supported and therefore develop during their time with the nursery. Regular meetings with parents and other professionals such as the area special educational needs coordinator and speech therapists ensure the care of each child is appropriate.

Partnership with parents is satisfactory. Continuity of care for the children is promoted as the group operate an open door policy. Parents have access to their child's individual records and receive a verbal update of their child's progress each year. Parents know they can discuss any issues when necessary and can make appointments for confidential meetings about their child and any issue that concerns them. Staff discuss necessary issues with parents when appropriate. There is a range of information available to parents about what is on offer at the nursery and how different areas of the Foundation Stage curriculum and Birth to Three Matters framework are promoted. Parents are given information about the policies and procedures and how to make a complaint. The daily communication between parents and staff helps to promote children's welfare, safety and learning.

## **Organisation**

The organisation is satisfactory.

Children benefit from the appropriate running of the nursery and the clear routines which make them feel secure. The managers use satisfactory induction procedures and ensure that staff are appropriately vetted and qualified. Staff are aware of their role within the setting and they work well together to promote the effective running of the nursery.

Leadership and management is satisfactory. Children benefit from the satisfactory leadership of the nursery. The manager and staff work together to ensure that children are provided with adequate quality care and education. They work to promote the nursery's aims of child centred play, learning, caring and respect. This ethos is reflected in all areas of the nursery and is visibly promoted by staff. This means that children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The strong commitment to improvement is reflected in the commitment to staff training. This maintains and improves the quality of care and learning for all children.

Records are sufficient and detail the individual requirements of each child and include relevant consents and contacts. Policies and procedures are in place to promote the safety and wellbeing of the children present in the nursery.

The provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report. 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 risk assessments are carried out and that steps are taken to minimise risks as soon as possible
- ensure first aid boxes are adequately stocked and are accessible in case of emergency
- improve cleanliness in the nursery particularly in the bathrooms to ensure children's health is protected
- ensure staff follow hygiene routines when toileting the children to protect the children from infection
- ensure water is accessible in each room so that children can help themselves to drinks therefore promoting independence

#### **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):

- continue to develop staff skills in questioning, challenging and supporting children during focused activities and in continuous play
- ensure there are opportunities for communication, language and literacy and mathematical development during continuous play, for example, in the role play area
- make evaluative observations of children so that the next steps in their development can be clearly identified and planned for.

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