

# Rainbow Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	302059
<b>Inspection date</b>	22/03/2010
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<b>Setting address</b>	51 Aireville Road, Bradford, West Yorkshire, BD9 4HH
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<b>Type of setting</b>	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*.

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## Description of the setting

Rainbow Private Day Nursery is owned and managed by two proprietors. The nursery first opened in 1989. Its premises comprise of a large, end terraced house set in its own grounds. The nursery operates from three playrooms on the ground floor of the property. It is situated in the Frizinghall area of Bradford in West Yorkshire, and is accessed by families within the local and wider areas of Bradford.

The setting is registered on the Early Years Register, and may care for a maximum of 40 children. There are currently 58 children on roll in the early years age range attending on a full and part-time basis. The setting receives funding to provide free nursery education to children aged three and four. The setting currently supports children who speak English as an additional language.

The nursery is open each weekday from 8am until 6pm throughout the year. All children have access to enclosed play areas. There are 10 members of staff, including the proprietors, who work in the setting, six of whom hold an appropriate level 3 qualification and three staff are working towards a level 3 qualification. In addition to the above, one of the proprietors is working towards an early years degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is promoted effectively overall, keeping children safeguarded. Children's individual needs are considered well overall when planning activities. This helps them make good progress towards the early learning goals. Partnership working with parents is strong, supporting children's development. There are some sound examples of successful partnerships with other professionals, to support children's welfare. Although not fully maximised with regard to developing a policy to support children's transition to other settings. Effective reviews of practice identify priorities for improvement, ensuring outcomes for children develop positively.

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

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

- keep the details of the child protection training attended accessible
- develop a policy to support children's transition to other early years settings
- extend the use of signs, symbols and text within the environment to further support children who speak English as an additional language.

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

Effective organisation of the provision keeps children safeguarded. For example, all staff have a suitable Criminal Record Bureau check and the staff demonstrate a sound knowledge with regard to their role in protecting children. The manager has a good understanding of safeguarding and has attended some detailed training modules with regard to child protection. However, the full details of the training have not been kept accessible. Documentation to promote the good operation of the provision is effective in supporting children's well-being, such as detailed risk assessments, which are reviewed frequently. Systems in place to support children's learning are good overall. The arrangement of space and use of resources inside the setting is very good, to help children become independent and stay motivated. Staff are deployed well and understand their role in supporting children's overall welfare. Effective use of the outdoor play areas supports children's enjoyment and learning. The provisions staff and management support equality and diversity well, through ensuring resources are available and used to help children learn positively about the differences in people, and to value the differences of children whom attend the provision. However, the use of signs, symbols and various text, to support children who speak English as an additional language is not yet fully maximised throughout the provision.

The systems in place for monitoring and evaluating the provision are good. There is written evaluation used to reflect on. Staff are included through discussion to help the provision develop positively. The management demonstrate a clear vision on how to improve the setting and are consistently looking at ways to drive improvements. This impacts effectively on the provision's ability to maintain continuous improvement, therefore, there are some positive improvements for children since the last inspection. For example, there have been alterations to the premises and outdoor areas, meaning children have more light in the rooms and space to investigate. In addition, the re-organisation of the rooms enhances children's learning opportunities. Children can access outdoor areas more frequently due to the doors opening straight on to these areas. New systems are in place to improve the use of observations to support children's learning well overall. Information to parents prior to children's admission to the setting now includes policies, such as safeguarding and information on the areas of learning. Children are also able to be more independent during creative activities, through selecting their own materials. These improvements successfully support children's welfare and learning.

The provision helps the children, by promoting positive relationships with parents. For example, regular information is shared verbally and in writing regarding daily routines and children's progress. There are a good range of policies and procedures available, and useful information is available on notice boards. Information is ascertained from parents, regarding children's starting points, to aid their development. Parents are encouraged to complete questionnaires regarding their views of the provision, and a suggestion regarding introducing some Halal meat has been incorporated. There are some links with settings where children also attend to promote children's development, although a transition policy is not

shared within and beyond the setting, to extend support and continuity for children.

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

Children and babies have fun in this environment because staff arrange the environment effectively to enable them to have choice regarding what resources to use. Children progress well overall towards the early learning goals. For example, babies under 18 months enjoy sitting in the low level sand pit and explore the objects, learning through their senses. Key staff support them through sitting closely, supporting their emotional well-being well. Staff discuss the objects in the sand, and help the babies fill and empty containers. Children between 18 months and three years, freely explore. They enjoy painting their hands in various colours and they make marks on the paper. They are supported well by staff who encourage children to express themselves and talk about the colours used, developing communication skills and creativity. Children are involved in discussion regarding important people in their lives. For example, they look at the photos of their family and name them, helping them make connections to real life and valuing their experiences. Children use singing and rhyme to develop counting skills and start to develop an understanding of calculation as they work out how many buns are left.

Children over three years are learning about the environment as they plant seeds to grow herbs. They are learning about shape, size and space effectively as they use their imagination whilst constructing with large bricks. Children are relating this activity to real life experiences as they talk about the photos displayed of the builders whom recently altered their nursery. Children frequently count and they start to recognise numerals, through a variety of activities. Children excitedly explain what they do at nursery and what they enjoy. They are confident and express themselves freely. Labelling in the environment is profuse overall to support children's understanding that words have meaning and to support children's development of new words. Children are developing a good understanding of information and communication technology as they use the mouse to operate various programmes on the computer, which they do well.

Children are cared for in a hygienic environment, where they can explore resources and stay safe. They handle resources appropriately and respond safely with adults, through smiling and responding to requests, such as to tidy up. Children are helped to stay healthy and they play out frequently and in most weathers, putting on protective clothing as necessary. They enjoy themselves as they are effectively challenged balancing on blocks and climbing the multi-use frame. Older children explain it is good to play outside as they receive exercise. They wash their hands at appropriate times and are helped to understand the importance of teeth cleaning through using resources and discussion. Children freely access drinking water and they eat a range of healthy foods, including, fish, vegetables and fruit and there are some Halal meats available. Children help prepare their own sandwiches at snack, developing self-care skills well and supporting their enjoyment of food.

The observations of children are used well overall to inform planning and help children progress towards the early learning goals. Children's progress is tracked and monitored and information is shared with parents to support children's individual learning. The development files are still in progress and some are more up-to-date than others, but staff can explain clearly what they are planning for individual children.

Children are cared for in an environment that supports diversity well. The differences in people is portrayed positively throughout the provision through posters and books depicting positive images of diversity. Children who speak English as an additional language are supported through some diverse language text being displayed and used, but this is not readily available in all rooms to extend support to all children and families. Children are also developing an understanding of the wider world and communities well through sharing multi-diverse family photos arranged interestingly in topic books and through celebrating a range of festivals, such as Easter and the Muslim festival of Eid.

## 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	3
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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