



Rainbow Day Nursery

Inspection report for early years provision

Unique Reference Number	EY303402
Inspection date	08 December 2005
Inspector	Mary Gilbert
Setting Address	Camp Road, Lowestoft, Suffolk, NR32 2LW
Telephone number	01502 500505
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Registered person	Rainbow Day Nursery
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 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 Day Nursery opened in 1990 and moved to the current premises in March 2005. It operates from a converted warehouse in the centre of Lowestoft, Suffolk. Children have access to four playrooms, two sleeping rooms and share an enclosed outdoor area for outside play. A maximum of 49 children from 3 months to 5 years may attend the sessions. Sessions are from 08:00 until 18:00 all year round excluding bank holidays and a week at Christmas.

There are currently 101 children on roll. Of these 29 children receive funding for nursery education. The nursery supports children with special educational needs. Children mostly come from the local catchment area.

The Nursery employs 17 staff, including a secretary and cleaner. Of these, 14 staff, including the manager, have early years qualifications and one is currently undertaking training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted by staff who are aware of and follow relevant policies and procedures. For example, they clean their hands with anti-bacterial cleanser before entering a room to minimise the risk of spreading infection. Children are encouraged to wash their hands before eating and after using the toilet. Sinks placed in individual rooms are used to ensure children are able to wash their hands independently after messy activities. Clear routines are in place to ensure nappy changing promotes good hygiene.

Procedures to log medication and accidents have recently been updated to ensure requirements are met, confidentiality is maintained and parents informed. Should a child become unwell whilst in the care of the nursery there are good procedures in place to care for the children and inform parents.

The cleanliness of the kitchen and some other areas of the nursery may compromise the health of children. Some fridges are kept in the large playroom as well as in the kitchen. No monitoring of temperatures takes place although some frozen food is kept in the top compartments. Breakfast and tea are prepared on the premises, and some parents send food in to heat up for lunch. Some staff have not obtained their food and hygiene certificate. However, there is no monitoring system to ensure that staff with a current qualification prepare food. Breakfast, lunch and tea are eaten in the large playroom where children eat together as a family. Younger babies eat their food in their own room. Staff in the baby room have access to their own fridge and microwave, and work with parents to ensure that the dietary needs of babies are met. Snacks offer healthy options. In the pre-school room children are able to have their snack as required during the session. Water is available for children to access through the sessions.

Children are able to sleep according to their routines and need. However, the sleep rooms are not always available to use due to the organisation of children's personal buggies and storage of resources in the room.

Children have access to the outdoor area for physical play on a timetabled basis. They are also able to use the large playroom when the weather is inclement and children cannot go outside. The resources to support physical play are restricted,

particularly in respect of climbing and balancing. However, no specific planning takes place for children's outdoor play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment. Outside doors are locked, visitors to the nursery are logged and some risk assessments take place. However, there are some risks to children which are not identified or minimised. For example, the surface of the flooring in the corridor is a trip hazard, and socket covers not always in place. Fire evacuation procedures are in place. Fire drills take place regularly and are adequately logged.

Playrooms provide a welcoming environment for children. Displays of children's work, posters and murals ensure these rooms provide a child friendly atmosphere. Some resources in the rooms are stored to encourage children to access independently. However, there is insufficient storage and there are identified gaps both with equipment and resources for children. For example, there are insufficient high chairs for the babies and few resources to promote diversity. Resources are regularly checked to ensure they are clean and safe for children to use.

Children are protected from abuse by staff who have an awareness of child protection issues, and can follow clear procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and settled in the nursery. Children develop their confidence and self-esteem as they make choices from the provided activities and resources available to them. However, staff currently do not use a framework for planning for children under 3 and there are no procedures in place to observe and record children's learning and development. Staff in the baby room ensure children have access to a varied range of activities through the week. Children in the toddler room have access to some planned activities which are themed. For example, they make Christmas cards to take home. Good relationships are built between children and staff who interact well in children's play. Children are learning to help take care of their environment as they help to tidy up at the end of sessions.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Staff have a sound knowledge of the early learning goals and the stepping stones to reach them. However, they are insecure in ensuring planning procedures meet the needs of all children. A keyworker system is in place and staff take responsibility for completing children's assessment records. However, these are not linked to the observations taking place or used to plan next steps of learning. Staff interact well with children, asking open-ended questions which

develop children's thinking skills. The learning environment is generally well organised, but there is some lack of storage space which inhibits children from successfully accessing and using resources to initiate their own ideas.

Children are confident and develop their independence through the daily routines. For example, they serve themselves their snacks through an ongoing snack bar during the session. They learn about the needs of others and how to treat them. For example, they have developed their own set of rules to follow in the playroom and outdoor area. They learn to share and promote their own ideas through play. For example, they help to develop a vet's role play area linked to their topic on animals.

Children recognise and use their names in daily routines, for example, in self registration. Children learn to mark through access to a variety of resources, both in role play and also by using the graphics area. Children have access to a limited range of books.

Children develop their mathematical language well through song and practical activities. For example, when singing about five monkeys children decide whether the cloth used is big enough or whether it should be bigger. Children learn to recognise number as they see it in the environment. They learn about the passing of time through using a sand timer to time their activities.

Children learn about the local environment through specific planned activities. For example, they walk to the library and shops. They have access to a broad range of equipment to develop their understanding of information technology. They are confident in using the computer.

Children use a range of media and material when making pictures and models. Some materials are available for them to make independent choices and initiate their own ideas. Children sing a range of songs from memory. Children use a variety of tools and equipment which develop their manipulative skills. Physical development is limited by the lack of opportunities for children to access suitable planned activities and resources in the outdoor area.

Helping children make a positive contribution

The provision is satisfactory.

Children are cared for by staff who work with parents to meet individual children's needs and ensure they are included fully in the life of the setting. All children are welcomed and staff consult with other professionals to ensure any special needs can be met. Children learn to work together, take turns and share resources. There are some books and resources reflecting positive images of diversity. However, children currently have limited opportunities to become more aware of the wider society.

Children develop a sense of belonging and feel secure within the daily routine and with one another. They respond well to the praise and encouragement offered by staff and understand responsible behaviour and the expected boundaries of behaviour.

The nursery's positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is satisfactory. Parents are provided with written information at time of registration to explain the care and education provided. Daily verbal exchanges of information inform parents as to what care has been given to their children. For example, they are informed as to sleep times, feeding and nappy changes. However there is limited information available as to what their children do or ways in which they can be involved in their children's learning.

Organisation

The organisation is satisfactory.

Children's well-being is supported because the staff understand how young children develop and are committed to ongoing training. However, this is currently not logged or linked to the needs of the nursery, and there has been some difficulty in accessing appropriate courses.

Children are safeguarded by the policies and procedures which are in place. Daily routines provide for children's needs and parents inform staff of any changes necessary.

The leadership and management is satisfactory. The procedures for appointing staff are thorough to ensure all staff employed are cleared and have adequate job descriptions. An induction procedure is in place, but the management is aware that this needs to be revised and extended. Some appraisals take place, but these have not yet been implemented for the manager and deputy. Staff meetings and planning meetings take place on a regular basis to ensure clear communication. However, there is no specific monitoring system in place to ensure that the quality of care and education provided is consistent across all areas of the nursery.

Overall the range of children's needs are met.

Improvements since the last inspection

Not applicable.

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.

There have been no complaints since registration.

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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 effective procedures are in place to maintain the cleanliness of the nursery
- ensure effective risk assessments take place to ensure children's safety at all times
- review resources and extend to provide for the needs of all children and promote diversity
- improve outcomes for children from birth to three by using an approach in line with 'Birth to three matters'.
- develop effective procedures to monitor the provision of care throughout the nursery.

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 the provision of the outdoor area to ensure it can be used across all areas of learning
- develop planning procedures to ensure there is a balance across all areas of learning, provides challenges for more able children and leads to planning for next steps of learning
- develop effective ways to involve parents in children's learning
- develop effective procedures to monitor the quality of education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk