

# Rainbow Day Nursery

Inspection report for early years provision

---

**Unique reference number** 305980  
**Inspection date** 04/02/2010  
**Inspector** Elaine Marie McDonnell

**Setting address** 1 Imperial Avenue, Norton, Stockton-on-Tees, TS20 2EW

**Telephone number** 01642 555096  
**Email** info@rainbowchildrensnursery.co.uk  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

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 Day Nursery is part of the Northumbrian Trust Day Nurseries Ltd and is one of four nurseries in the chain. Rainbow Day Nursery was first registered in 1980, with the current provider taking ownership in 2001. It is located in a large two-storey converted Victorian house, situated in the Norton area of Stockton-on-Tees. It serves both the local and surrounding areas. Children are cared for in six main activity rooms on the ground floor and also have access to a library area on the first floor. They share access to secure outdoor play areas.

The nursery is registered to provide full day care for up to 62 children in the early years age group at any one time. There are currently 56 children on roll. The nursery is in receipt of funding for early education, including funding for a small number of two year olds. There are procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is open each weekday, all year round, excluding public holidays. Operating times are between 7.30am and 6pm and children attend for a variety of sessions.

There are 15 members of staff, employed to work directly with the children, excluding the nursery manager. All staff members hold a suitable childcare qualification, with the majority being at level 3, some staff work on a part-time basis. Additional adults are employed to undertake cooking and domestic tasks.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision is effective in meeting the needs of the children and supports them in making satisfactory progress in their learning, with good progress being made in some areas. A warm and welcoming environment is provided for children and inclusion is promoted. Children's welfare is effectively safeguarded by staff, who demonstrate a good understanding of child protection issues. An appropriate process of self-evaluation has been implemented and supports the continuous improvement of the provision.

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

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

- use the information gained from observational assessment of children and take account of their interests, to effectively plan the next stage in their individual learning
- engage younger children in regular conversation, to promote their communication and language skills

- allow children adequate space for activities to give scope, free movement and promote their creativity and imagination.

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

Children are effectively safeguarded and many staff members have had access to relevant training courses since the last inspection. Comprehensive procedures are in place and understood by staff, who demonstrate a good knowledge and understanding of safeguarding children issues. Rigorous and robust recruitment, vetting and induction procedures are implemented, to ensure that adults working with children are suitable to do so. All adults working directly with the children have relevant and up-to-date first aid qualifications.

Comprehensive risk assessments have been conducted and all relevant action taken to ensure that children are kept safe and secure, both in the setting and on outings. Resources are generally well maintained and deployed. However, children are sometimes restricted to how and where they play with toys, which does not effectively promote their imagination and creativity.

Staff have a positive attitude towards equality and diversity, ensuring that all children are included and involved. Children participate in a range of activities to promote their awareness of other cultural backgrounds. However, these are not always well planned or suitable for the children's stage of development, resulting in the learning outcome not being effectively met. Comprehensive procedures are in place for the identification of any special educational needs and/or disabilities and some staff have had access to relevant training.

The manager has a positive attitude towards driving improvement and has implemented a satisfactory system of self-evaluation, which is supported by a 'performance plan'. Areas for future development have been identified, however, the process is not updated to show when actions have been addressed. Recommendations from the previous inspection have been implemented, which supports the organisation of the provision. Staff have a good attitude towards personal development and have very good access to ongoing training and development courses, such as food hygiene, encouraging good behaviour, dyslexia awareness, working with parents, nutrition and health.

The provider has started to liaise with and build relationships with some other settings that children in the Early Years Foundation Stage age group also attend. The provider works well in partnership with parents. They are kept informed of their child's development and progress through regular discussions. Parents' evenings are planned every six months, but parents can access their child's development files at any time. They also receive informative newsletters and are invited to different events at the nursery. Parents' views are sought informally, through regular discussions and future plans include introducing parent questionnaires.

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

Staff regularly observe and record children's development. However, the information gained is not appropriately used to inform future planning. As a result, the next steps in children's individual learning are not always effectively identified. Records show that the setting helps children to make satisfactory progress towards the early learning goals.

Adults satisfactorily support children's learning overall and they are often involved in children's play. However, babies are not always engaged in regular conversation, to promote their language development. Children are happy and settled in the nursery and present themselves as being safe and secure. They are helped to learn about safety through discussions and routines, such as, participating in monthly evacuation procedures. They also visit the fire station and the police have visited the nursery.

Children are encouraged to adopt a healthy lifestyle and this is a particular strength of the nursery. They are provided with a varied range of healthy and nutritious meals and snacks on a regular basis throughout the day. Meal and snack times are observed to be relaxed and sociable occasions. Children have regular opportunities for physical activity, both indoors and outdoors. They are helped to learn about the benefits of a healthy lifestyle through discussions, routines and activities. For example, a dental hygienist has visited the nursery and pre-school children brush their teeth after lunch each day.

Children have a positive attitude towards learning and participate well. They are generally well behaved and behaviour is managed effectively by most staff. Pre-school children form good relationships with each other, offer help and remind each other of simple rules, such as, when to tidy away and where things go. Some children display high levels of involvement in activities, such as when building a train track and completing jigsaw puzzles.

Children enjoy joining in with rhymes and rhyming activities, they have a developing interest in books and some children know that print conveys meaning. Some can recognise their name and some pre-school children can also write their name. Children have access to varied creative activities using different media and they enjoy taking cameras into the garden to search for insects to photograph.

Children have some opportunities to say numbers in familiar contexts, such as, in nursery rhymes and when telling others how old they are. They also participate in different construction activities, sometimes counting pieces as they build. Children participate in various outings and have good access to different visitors to the nursery, including parents with unusual pets or interesting jobs.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

