

# Rainbows Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY403511

**Inspection date**

01/06/2010

**Inspector**

Lynn Rodgers

**Setting address**

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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.

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

Rainbows Day Nursery registered in 2009. It operates from a purpose built building in Bircotes, Doncaster, situated on a corner of a side street just off a main road. There are two separate indoor play areas where children are cared for in groups according to their age and level of ability. Space for children aged under two is provided on the first floor while children aged two and above are cared for on the ground floor. There is a access to an enclosed outdoor area. The nursery serves families from the local and surrounding areas.

The nursery is registered on the Early Years Register and on both parts of the Childcare Register. It is registered to provide care for 40 children under the age of eight years. There are currently 22 children on role, of whom, all are in the early years age range. The setting also offers care to children over five years. Opening hours are each weekday from 7.30am to 6pm, for 51 weeks of the year, closing for public holidays and one week at Christmas. There are five members of staff, of whom, three hold relevant qualifications. Two members of staff are working towards a qualification and a further two members of staff are working towards a higher level of a relevant qualification. The setting receives support from the local authority development team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider demonstrates an understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Continuous improvement is met through self-evaluation and acting upon parents and children's requests. Each child's needs are met appropriately and they are valued and included. The provider is in breach of requirements as she has no evidence of a record of complaints, has not established parental responsibility for the children and does not have a clear record of carrying out risk assessment and fire evacuation practises. The children's next steps in their development are beginning to be highlighted but evidence is not totally specific to the children's stages of development.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of complaints and any subsequent action taken (Documentation) (also applies to both parts of the Childcare Register) 15/06/2010
- establish who has parental responsibility for individual children and keep a record of these details (Documentation) (also applies to both parts of the Childcare Register) 15/06/2010

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

- extend the system for establishing the children's next steps and ensure they are specific to the stage of development for individual children
- keep a clear record of when fire evacuation practises takes place
- review the system for carrying out risk assessments and ensure all details are fully documented.

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

The provider has implemented a policy and procedure for safeguarding children, which includes, details of serious injuries, allegations against staff and who to contact if any concerns arise. Some of the staff have completed relevant training and are aware of their responsibilities regarding the children's well-being. There are named individuals who hold responsibility for child protection and there is a special needs coordinator. The setting has a very comprehensive guidance manual for risk assessment, which contains the relevant forms and tick lists. However, the provider does not clearly record any hazards and the action taken to address these. The setting regularly practises fire evacuation with the children but these times are not documented. All of the required safety equipment is in place and regularly checked. The provider is clear on making improvements to the setting and is aware of the requirements to be met. She aims to further develop the setting's structure and establish a good reputation within the community. Some documentation is in place and well written but there are improvements to be made. For example, the provider is in breach of requirements as she has not established who has parental responsibility for the children, and there is no record of complaints. The provider has begun to self-evaluate by speaking to parents and the older children and taking note of their suggestions and ideas. The setting is supported by the local authority and they have yet to be assessed by their outreach development worker. Resources are deployed satisfactorily and regularly rotated to provide a range of activities every day, thus ensuring each child's needs are met and the children are stimulated. The resources are well presented to the children and are suitable for purpose. There are satisfactory systems for the recruitment and vetting of new staff.

The setting promotes equality and diversity through inclusive practice, and the staff adapt activities to suit each child's needs. All children have free access to all resources and equipment. The children feel they belong in the setting because staff greet them at the door, spend time with them, talk to them and their parents, and recognise their individuality. The children's needs are established and documented at the initial visits and staff show warmth and friendliness towards the families. The parents are fully informed of the daily routines, receive copies of policies and procedures and have access to their own child's development records. Strategies for the safe management of children's behaviour are appropriate and take into account the children's ages and levels of understanding. The children are regularly praised and encouraged to behave well and follow the good examples set

by the staff. Some staff have completed inclusion training and there is a written policy for this issue. Partnerships with other providers are beginning to be established. The setting has forged positive links with the local schools and transfers relevant information to aid the children's smooth transition into the school environment. A record is kept of each child's details and is regularly updated with the parents. The setting has valid public liability insurance cover and staff are trained to administer first aid treatment. Relevant permissions have been obtained, in writing, from parents and there are systems for recording medication and accidents. The children's attendances are documented and details of the authorised persons are recorded. Staff engage with the parents and children at their levels, take time to ensure all parties are happy and feel comfortable within the setting. The premises are purpose built, on two levels, and there is sufficient space for children to move around and play.

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

The planning of suitable activities for children is evidenced by, short term and weekly planning sheets, that show the staff are helping children to work towards the six areas of learning. They are beginning to develop a system for recording the children's next steps in their overall development but these are not specific to the stages of development. Staff plan for each child's care and learning by looking at what they can do, taking into account their ages and capabilities, their interests and dislikes. The children's progression is monitored through assessments and observations, using the Early Years Foundation Stage practice cards for guidance. Each child has a learning journey booklet and staff regularly update any information into this document. Physical development is encouraged through various indoor and outdoor activities and children show skills in hand eye coordination and larger body movements. The children have access to numerous ways to be creative. For example, art and craft activities and role play where they pretend to cook and use their active imaginations. Staff display samples of their pictures for parents and visitors to see. Behaviour management is mainly effective with most children able to follow the rules and boundaries and show concern and kindness towards one another. The staff comfort new children and reassure parents that they can stay as long as required to help their child to settle. The children are beginning to develop their language skills in everyday activities. They can relate past and present experiences, join in stories and singing and freely converse with adults and each other. The children are able to sit and listen for short periods, initiate their own play and relate what they do at home. Problem solving is fostered as children access mathematical related activities and topics. They work out how to do things, complete puzzles and operate equipment successfully. Some older children are able to count, recognise some colours and shapes and sort items into size and categories. The children are involved in topics related to the wider world. They see posters of different food and various fruits, to encourage a healthy lifestyle, take part in dressing up and role play, and access natural objects. They have discussions about the weather, seasons, months of the year, and take part in other festivals and celebrations.

The staff help children to feel safe through discussions about danger, they make

sure children know to keep with staff, talk about stranger danger, stray animals, and what is dangerous in the outdoor area. Staff fully support and supervise children at all times, never let strangers into the setting, or leave children unattended with visitors. The children are encouraged to tidy up, and to follow the house rules for behaviour. The children adopt healthy lifestyles through daily fresh air and exercise, and receive nutritious food and drinks. The setting provides the children's main meals and snacks, the onsite cook has details of the children's dietary requirements and ensures food is fresh, well balanced and meets each child's needs. There are suitable routines for the promotion of the children's personal hygiene and staff follow the environmental health guidance for the safe handling of any food and drink. Facilities for both staff and the children are appropriate and there are effective routines for keeping younger children comfortable and clean. The children are learning to make a positive contribution as they play together, make new friends and build relationships with the adults who care for them. The children show feelings of concern, kindness, join in and make appropriate choices about what they do. Adults encourage the children to develop skills for the future as they provide access to some technology in toys and equipment, and respond to their enthusiasm and excitement.

## 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	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 15/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 15/06/2010