



# Newton Rainbow Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY294310
<b>Inspection date</b>	07 December 2005
<b>Inspector</b>	Georgina Walker
<b>Setting Address</b>	Newton Primary School, Hall Lane, Newton, Alfreton, Derbyshire, DE55 5TL
<b>Telephone number</b>	01773 775075
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<b>Registered person</b>	Newton Rainbow Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Newton Rainbow Nursery opened in 2004. It operates from the hall in Newton Primary School, in the village of Newton, Derbyshire. The nursery serves the local area and surrounding villages.

There is a secure enclosed outdoor play area.

The nursery opens 1 day a week during school term only for a maximum of 33 weeks

per year. Sessions are from 09.00 until 11.15.

There are currently 12 children from 3 years 6 months to 4 years 8 months on roll. All the children receive funding for nursery education. They can also attend funded sessions at Newton Rainbow Nursery, in the Newton Community Centre, and with two of the staff who are accredited childminders. The setting currently supports children with special needs.

The nursery employs four staff who work with the children. Over half the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority and are members of the Pre-school Learning Alliance. The nursery is managed by a parental committee, who delegate day to day responsibility to the staff.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about the importance of personal hygiene through following appropriate daily routines, such as washing their hands after toileting and messy play. They use wipes before eating snacks and become increasingly independent in their personal care. The spread of infection between children is minimised as suitable steps are taken to prevent this. The needs of children are met effectively if they have an accident. Staff hold appropriate first aid certificates and maintain a first aid box which is readily accessible. Accident records are maintained and shared with parents. However, detail of the size and location of the injury is not consistently recorded to ensure children's needs are met if they have a further accident. Detail is not always recorded in a confidential manner. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted.

Children are starting to understand why certain foods are good for them and are provided with a wide variety of healthy food at snack time. Children eagerly enjoy snack time after they have been out to play. They eat banana and biscuits, but bowls are not consistently provided to place the food in to promote an understanding of good hygiene and awareness of socially accepted practices when eating. Drinks are served with increasing skill as they pour milk, water or juice from the jugs. Fresh drinking water is available throughout the session on request. Individual dietary needs, which ensure children remain healthy, are included on their registration forms and discussed with parents.

Children are supported appropriately to develop their physical skills through an effective programme which promotes challenge and assists in promoting children's health and emotional well-being. Children are happy and settled in the environment. They move with confidence and an awareness of personal safety around the resources and premises. Opportunities to play outdoors in the 'Magic Garden' for an hour are eagerly enjoyed, due to the lack of an enclosed play area at the premises

they use on three other days in the week. This session also provides opportunities to play in the fresh air and develops their awareness of nature. The garden is shared between the nursery and school and nursery children take delight in watering the plants grown by the school children. They demonstrate superb skills as they fill the watering cans from the wall tap and pour the water on the plant tubs. Children balance competently on the frost covered beams, only requesting help occasionally. Ball skills are highly developed as staff provide a wide range of large and small soft balls which give children confidence to throw and catch, as well as kick balls expertly. The skills related to the use of wheeled toys are promoted well. Staff programme a period of time at the end of the session with parachute activities indoors and children enjoy following instructions, running under and around the parachute. The use of small tools such as scissors, glue spreaders and pencils, and a variety of construction toys helps children develop their fine dexterity skills.

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

The provision is good.

Children are made to feel welcome in an environment where the hall is set up prior to their arrival. Unfortunately their own craft work is not displayed in this joint usage facility. The children have access to a range of interesting activities linked to themes. The resources are transported from the community centre and are different each session to promote challenge. They are safe, age-appropriate and presented at suitable levels to encourage independence and development. Due to the majority of the extensive range of resources being stored at the community centre, children have limited opportunities to make requests for specific equipment. Children do however relish the opportunities to instigate spontaneous play, especially in the outdoor play area.

Children are secure in the environment, very good security and collection procedures are effectively maintained. Staff sit at the table as the children arrive for the recording of the register. Comprehensive risk assessments, policies and procedures are followed by staff to create a safe environment for children. Children respond to the changes in the room such as when the stage is set up for school use. They safely and confidently climb the bench onto the stage to access the large play-house. There is written evidence of regular practises of fire evacuation and fire escapes are consistently accessible to further ensure children's safety. Children are generally safe on outings, as the nursery has comprehensive procedures. However, this does not extend to the written permission for seeking emergency treatment being immediately available and therefore children's medical need may not be met. Children's safety is further promoted as staff place notices reminding school staff and visitors not to pass through the hall during the nursery session.

Children's safety is further assisted by staff who have a sound knowledge of child protection and give priority to children's welfare. All the staff have attended basic training and most are to attend the advanced course to ensure they have current information to meet children's needs. The written statement relating to the child protection policies and procedures is made available for parents in the comprehensive polices pack, but does not make reference to the requirement to

inform Ofsted if a referral is made.

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

The provision is good.

Children settle well in the nursery and have a friendly relationship with the staff. The children are confident and keen to access the range of play activities, including a craft, currently linked to the theme of 'Celebrations'. The children develop appropriate socialisation skills as they join in group activities, such as a seasonal matching pairs game. During story time the whole group are usually together, but there is no pressure to join in and individual children's choice to make a Christmas craft are met.

Children become independent as they choose to access the activities themselves. Staff promote learning well through supporting children when required and their expert practice of knowing when to stand back and let children develop their own ideas, such as with ball play. Children's developmental progress is noted and staff document specific achievements during a focus activity. Staff verbally share information regarding the child with parents or carers each session and parents are aware they can see the written records at any time. Opportunities for parents to view the documents and share ongoing developmental progress made at home is formally undertaken at the end of each term. The starting point in the form of an 'all about me' document for new children is available to assist staff promote individual future need.

### **Nursery Education.**

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have a very good understanding of the 'Foundation Stage' and ensure that all areas of learning are covered over a period of time. Staff demonstrate they know which aspect of learning the activities are related to and record children's achievements for focus activities. This evidence and staff recollection of what children can do is used to progress children's learning each week. However, the children's records do not show fully what progress has been made as the recording method generalises the progress. This does not ensure individual learning and achievement is progressed appropriately. Staff demonstrate that considerable thought has gone into the planning for each week. Planning documents include learning intentions, whether activities are adult directed, adult supported or child initiated and when there are opportunities for other links to the themes. All this ensures the children are purposefully occupied. Staff meet every four weeks to plan topics influenced by the children, parents and the time of year but can change for spontaneous activities if necessary.

Children are challenged by staff who use open ended questions to develop potential effectively during such activities as ball play outdoors. Questions such as "What do you need to do to make it go into the bucket?" are asked. Children work out for themselves where to place the bucket to allow the ball to drop into it when rolled down the slide. This demonstrates children have a positive approach to new experiences and can use thought processes to overcome obstacles as they explore and investigate, and show pride in their achievements. Other children, and adults, cheer and clap as the ball goes into the bucket and the child smiles broadly. Children

are generally well behaved and eager to try new experiences. They are animated when suggesting their own ideas for play, such as mending the play-house with a drill and hammer. They relate well to their peers, staff and visitors, demonstrating confident personalities especially when an idea to keep warm is suggested. 'Here we go round the mulberry bush' is organised but a child is still at the sand who wishes to join in and shouts "Wait, wait for me", and the children and staff do so as the child wipes sand of its hands and rushes over. Children are developing good recall as they listen to stories and respond eagerly to staff questions regarding the sequence and content of 'Spot's Christmas'. They have access to a range of mark making resources such as on a 'Magic Draw' board or when using paint brushes with water on the snail shaped black board outdoors. Some children form recognisable letters and can write their name competently. They learn new words due to the consistent staff interaction as they play and discuss such spontaneous topics as the changes of frost to liquid, and ice and snow.

Children have an understanding of maths. They spontaneously use their knowledge effectively during play. This includes language for calculating how many pairs each child has won in the matching pairs game and which child has the most and is the overall winner. A good knowledge of shape is discussed as they build with a flower shaped resource. This is extended during the craft activity as they discuss the size of what they are making. They are developing an awareness of the needs of others and are quiet as they go through the school, knowing the school children are working in class. The needs of creatures of the natural world are beginning to be understood as they enjoy the varied topics presented by staff. This is extended, along with their technology skills, as they operate a bee shaped programmable robot. They also have use of a lap-top computer and are developing skills when using the mouse and programmes. Opportunities for learning about the wider community are planned. Children learn how dogs help blind people and what celebrations occur in other cultures.

Children's physical development is promoted through a balanced programme of activities linked to their attendance at the community centre site. Children's fine manipulative skills are significantly enhanced through the use of an extensive range of small resources, such as using scissors during craft activities. They build competently with the flower shaped wooden pieces, to create a three dimensional tower shape. The hall is cleared at the end of the session to allow space for parachute games. Outdoor play provides opportunities to climb, balance, peddle wheeled toys, catch and throw and kick balls, all of which children enthusiastically engage in and are fully supported to develop their potential. They are aware of the weather and how it makes them feel cold, and watch their breath as they breathe out on the cold, frosty day. Children have opportunities to develop their creative experiences as they have access to a range of craft, role play and activities on a planned basis. Whilst adults are there to support the children, free expression is encouraged. Christmas crafts using paper plates as holly wreaths or garlands, which they decorate with coloured balls and glitter, confirms the children's ability to make their own decisions and be creative. The free choice within craft making also leads a child to decorate a large piece of cotton wool with glitter and call it a cloud. They describe what they feel from the cotton wool being soft, to the sand outdoors being freezing. Children enjoy singing, joining in with enthusiasm.

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

The provision is good.

Children are welcomed and valued as the staff use discussion with parents, carers and outside agencies when necessary, to ensure individual requirements are met. Information sheets and 'all about me' documents produced by the setting requesting details from parents, ensures a profile of the child is provided to assist in meeting their needs. Children are beginning to develop an understanding of how everyone positively contributes in society. Resources which promote and represent the wider community are available through books, dolls, play food, on puzzles and the staff use craft work to further develop the children's awareness. Equality of opportunity is promoted effectively through the use of a range of resources. Activities are adapted appropriately and children's specific needs are very well considered.

Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns and follow rules as they progress through the developmental stages. They settle very well as they attend for visits with their parents at the community centre site and the session at the school is an extension of the funded education they receive. It is a positive step towards attending the school full-time, which many children will do, and they are confident in the building. Children are beginning to understand the reasons for the rules about tidying up, being quiet and not making too much noise during outdoor play, as the school children are working. They respond to the firm reminders and consistent expectations of the staff to play harmoniously together and be careful on the stage when playing in the role play house. The use of praise, encouragement and good manners contributes effectively to the children being confident in the setting and the development of a sense of belonging to a wider family group. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive a brochure of information about the services provided and how their child will be cared for. A comprehensive portfolio of policies and procedures is available. Information regarding activities the children have been engaged in is provided verbally and documents formally shared at the end of each term, but can be viewed at any time on request. Parents are invited to include a written response on the 'next steps' and 'moving on' documents produced by staff each term. The ongoing sharing of information ensures any changes to children's circumstances can be addressed immediately. There is a written complaints policy and whilst currently there is no notice board the information poster about the regulator and certificate of registration are displayed on the table. Parents have the opportunity to join the committee to manage the nursery and attend sessions to further engage in their child's learning.

## **Organisation**

The organisation is good.

Children are in the care of qualified or experienced staff who support them well to ensure they are happy and settled in the nursery. This is further promoted by the continuity of care provided by the same members of staff from the community centre

nursery and the children being allocated to a key-worker. There is regular support for the committee and staff team from the local authority. The committee promote the attendance of training by staff. Children benefit considerably from the training which the staff attend and the sharing of new knowledge during staff meetings. Overall the range of children's needs are met.

The committee and staff meet regularly, with staff holding planning meetings every four weeks. Planning is shared with ideas from the whole staff group being included. Responsibilities are shared and contribute to the pleasant atmosphere, created by the staff team, in which the children learn and play. The committee and staff are aware in the one session at the school a full range of activities cannot be provided. These are provided during sessions at the community centre or for those children who have funded sessions with the two nursery staff who are accredited childminders. However, the organisation to operate the session is exemplary. Detailed planning of activities and required resources ensures children's time in the nursery is worthwhile and challenging. The resources are transported to the site each week on trolleys and set up on the morning of the session before children arrive. The leadership and management of the nursery is good.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. However, some require updating to include current regulations, further development of children's progress records or minor adjustment to the register and accident records. An assurance that the confidentiality policy is followed at all times is required.

### **Improvements since the last inspection**

Not applicable.

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

There are no complaints to report since registration.

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

The quality and standards of the nursery education are good.



## 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 appropriate, confidential information is recorded in accident records
- review procedures for the serving of snacks
- ensure children's safety on outings is consistently promoted
- ensure records are consistently maintained and contain relevant details to meet changes to regulations, national standards and guidance.

### **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 a system to show what stage children are achieving at any given time to assist in planning for their individual future needs.

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](http://www.ofsted.gov.uk)