



The New Rainbow House Kindergarten

Inspection report for early years provision

Unique Reference Number EY290821
Inspection date 10 January 2006
Inspector Margaret Baines

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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 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?

The New Rainbow House Kindergarten was registered in April 2004. The nursery is situated in Thornton, close to the seaside town of Cleveleys. The local area includes shops, a library, park and church.

The nursery is situated in a single-story detached property. The facilities available include a large activity room, a wet play room, a separate baby unit and an enclosed rear outdoor play area. Many of the children who attend come from the local area.

The nursery is registered to care for 52 children from 0-5 years. There are currently 79 children on roll of whom 24 are in receipt of government funding for early years education. The setting supports children with special educational needs and English as a second language.

The nursery is open from 08:00 to 18:00 each weekday except for Christmas and bank holidays. There is a staff team of 15 of whom 13 hold a relevant childcare qualification. The staff team includes a management team of three qualified members of staff.

The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good understanding of the importance of hygiene and can talk knowledgeably about the risks from germs supported by good teaching from staff. They can independently visit the toilets and wash their hands. Children develop good awareness of how to care for their health needs and know that they need their sun cream and fetch their sun hats before going out to play in the sunshine. Children understand about the needs of their bodies and can identify when they are tired and need to go to the quiet corner for a rest. Their health needs are met through the provider's good health and hygiene policies and procedures. Children have a very good awareness of healthy foods and drinks extended through well planned activities and in daily routines. They explore the taste of homemade vegetable soup and make decisions about whether they like or dislike it. The good range of healthy snacks provided encourages their enjoyment of nutritious foods. They know when they need a drink. Younger children have regular drinks provided and the older children may also help themselves to a drink in addition to those provided from the water container available. Their dietary needs are met as the provider records full information from parents. Children chat happily in their social groups at lunch times as they eagerly await their lunch.

Children thoroughly enjoy their opportunities to be active indoors and outdoors and are developing good physical skills. They participate in daily outdoor physical play, enjoy music sessions and learn to coordinate their bodies and move safely. Their competence in using large equipment is very good as they use the outdoor equipment. Children are developing an understanding of how they feel after exercise and what happens to their bodies when they are active. They decide they are warm after the parachute game which they thoroughly enjoyed, developing their coordination and spatial awareness.

Very young children also have very good opportunities to benefit from the outdoors as they are taken for regular walks. They also enjoy healthy foods and have their individual needs met through very effective consultation with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and safe indoor and outdoor environment which is planned to meet their needs by ensuring the play areas continue to be maintained to a high standard both indoors and out. Children learn to keep themselves safe because the staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a detailed risk assessment in place which effectively minimises the risk to children and helps to keep them safe as they play freely.

The nursery is welcoming to parents and children, being enhanced by attractive displays of the children's own work. Photographs of children at play also reflect the positive ethos of the setting. Children delight in displaying their work and are eager to share this with others, which highlights their enthusiasm. Children enjoy their play in a setting where they can move freely and without restriction as they access the different play materials and choose activities and resources from those stored within easy reach. The environment for very young children is carefully planned to ensure their safety and enjoyment in all aspects of their play.

Children's welfare is protected to a high level because staff are extremely clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur which requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children look forward to coming to the nursery, they enter happily and eagerly greet staff and their friends. They go to play confidently as they await the arrival of all children before circle time. They demonstrate good independent learning skills. They enjoy creative play, drawing and model making. They also use their imaginative skills to develop role-play using the very good selection of props available to them. They actively respond in group time, sharing their ideas and experiences with their peers. Their curiosity and eagerness to play and learn are fostered through the well-organised provision of choices of play and the enjoyable circle times. Children make good progress as staff have a secure knowledge of Birth to three matters and the curriculum guidance for the Foundation Stage and what children need to learn.

Children enjoy an imaginative and varied range of activities that help them to make progress in all areas of development. Their individual learning needs are assessed regularly by their key workers. The very young children benefit from the meticulous planning using the Birth to three guidance which clearly identifies the next steps in their learning. This process ensures that all children transfer very easily from one area to the next within the setting. Staff are clear about what children can do and therefore plan for the next steps within the planned activities. Three-year-olds and the one four-year-old are becoming competent learners and use their very good

number and language skills effectively in their play and as they respond in focussed activities. All children have their care needs met well through the daily routines and the time given by staff to each child to support and encourage their wellbeing.

Nursery Education

The quality of teaching and learning is good. Children's individual learning needs are ably provided for by good curriculum planning that specifies the coverage of the stepping stones with consideration in the main given for ability levels and younger children coming in during the year. Children's desire to learn is stimulated by the exciting range of activities planned such as making soup, snow flake collages, designing cards and creating lovely paintings. They eagerly select their resources for their play ideas and freely move around the areas of the well-planned continuous provision to settle to read a book, play in the home corner or use the messy play area. Children persist at their play for good periods of time and concentrate intently in the group times that are well focussed by staff to encourage their sharing and listening skills. Their progress is regularly assessed by staff identifying the key skills achieved. Planning is detailed, however, the focused activities do not clearly identify the differentiation for more able and those less able children. Information from parents at admission and regular assessment by key staff helps the planning for children's next steps in their learning. Children's specific achievement of stepping stones towards the early learning goals is recorded within their record of achievement books.

Children are making good progress in all areas of learning supported by effective teaching that stimulates their curiosity and motivation to learn. They use numbers readily in their play and can count to ten and some beyond as staff make good use of everyday opportunities and planned activities to extend children's mathematical skills. Their calculation skills are developing as they decide there is one spot more on the ladybird or one spot less in the matching game. Children have good opportunities to recognise numbers as they consider the day of the week and match numbers in activities.

Children have good communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas in circle times and recall and anticipate in story time. They use their thinking skills to explain how they will fix constructions together. They are beginning to recognise letters and remember the letters which make up their names. Children are developing their writing skills, although more encouragement to label their work will further enhance these skills.

Children competently use tools as they make three dimensional models from the assorted materials made available. They have good opportunities to develop their imaginative and creative skills as they role-play in the home corner and enjoy the good selection of props as they pretend to be a builder or a fireman with enjoyment.

Children enjoy music and are learning to sing songs from memory. They love to play the musical instruments as they are developing their skills to recognise loud and soft sounds. Children are learning to work together, the older children help the younger children in the soup making activity and in the home corner. Children show good care and concern for each other and readily relate to each other's experiences and news.

Their good self-esteem is encouraged by staff who foster children's sense of belonging to their community.

Helping children make a positive contribution

The provision is good.

Children are enthusiastically welcomed into the setting, they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum whether they attend daily or on a part time basis. The inclusion of all children is actively planned and monitored to ensure children have the opportunity to enjoy all aspects of play.

Children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are very good role models, having high regard for each other and the children. Children's behaviour is very good, they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

The partnership with parents is good. The effective partnership contributes significantly to children's wellbeing. Parents are provided with detailed information, which informs them about the care provided including Birth to three initiatives and the Foundation Stage. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the nursery. Parents learn about their child's development through discussion and effective links with their key worker. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update the key worker on any significant changes and developments and they contribute to the topic work particularly with the funded children. This ensures children's individual needs are met and a strong link is made with home.

The children learn about their community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn for example in the parachute game. They learn to manage their behaviour and are well mannered as they ask for a drink, saying please and thank you. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care is enhanced by the good organisation of the environment which enables children to make choices from quality resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. Policies and procedures are regularly reviewed, which ensures children's welfare is protected. However, the child protection policy and the non-collection of a child policy require updating in line with present requirements.

The setting has provided a robust system for the vetting and clearance of all staff in line with the change in legislation, to further meet the needs of children. The setting has procedures for informing parents of the complaints made as required by the new guidance and therefore parents may be informed of any complaints made against the setting.

The leadership and management is good, with staff being led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills, to improve their practice and therefore, the care of the children.

The setting promotes the education and outcomes for children well, with a team of committed staff. The staff monitor their own performance through the staff supervision system, through regular staff meetings and the evaluation of activities in order to improve the care and education provided for children.

Overall, the setting meets the needs of those children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since April 2004 there has been one complaint relating to National Standard 6 safety, in relation to accident recording, National Standard 7 health, in relation to staff supervision of children when washing their hands and National Standard 11 behaviour, in relation to one child biting another. The provider was asked to investigate the concerns and provide a report to the Regulator, Ofsted. The report was received and confirmed that procedures have been reviewed to improve safety, health and supervision of children as required during certain times of the day.

As a result of the investigation, the provider continues to meet the National Standards and in doing so remains qualified for 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.

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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):

- review the child protection policy and the non collection of child procedures in line with current requirements

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):

- provide further opportunities for children to attempt writing for different purposes, for example labelling their own work
- use daily routines consistently to introduce the solving of simple mathematical problems
- ensure planning clearly identifies activities for both more able and less able children to aid their progression through the stepping stones.

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