



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253739

DfES Number: 597011

INSPECTION DETAILS

Inspection Date 25/05/2004
Inspector Name Jill Scargall

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow Day Nursery
Setting Address 409 Brant Road
Waddington
Lincoln
Lincolnshire
LN5 9AL

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Mr Roger Barker & Mrs Jacqueline Barker
Address 2 Glebe Farm Cottages
Fosse Road, Brough
Newark
Nottinghamshire
NG23 7QE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rainbow Day Nursery has been open since 1998. It operates in a bungalow on the main road running through Waddington, a village at the southern end of Lincoln. The premises comprises an entrance hall which gives direct access to toilets and two playrooms. One playroom has a conservatory incorporated in it and the other has a corridor leading off it to the kitchen, office, baby room and utility room. There is an attached outdoor play area accessed from the conservatory and baby room.

There are currently 55 children from nine weeks to under five years on roll. this includes 14 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. the setting supports children with special needs and children with English as an additional language.

The nursery is open from 7am. to 6pm. each weekday all the year round.

There are seven staff and a student working with the children. All staff have relevant qualifications or are about to begin relevant childcare training courses.

How good is the Day Care?

Rainbow Day Nursery provides good care for children from nine weeks to under five years.

Staff welcome children to a warm, caring, stimulating and welcoming environment in bright, clean surroundings and the attractive displays of children's work helps children to feel happy and settled. Staff have a consistent approach to the care of children and they work effectively as a team. Staff have regular staff meetings, informal appraisals and access to training courses. Records are accurately kept and stored.

There are effective systems in place to maintain children's safety. Regular risk assessments and fire drills are carried out, and good health and hygiene practices are maintained. Children are provided with a healthy diet and a hot cooked meal is

provided at lunchtime. Senior staff have received Child Protection training and the nursery practice a policy of inclusivity for all children.

The quality of care for children is very good. Staff have good relationships with children, they know the children well and provide an interesting programme of activities. Children are keen to participate in all aspects of play and staff value children's contributions by responding positively to their ideas. Children are encouraged towards independent learning.

Staff act as positive role models and give clear guidelines for children's behaviour and as a result the children are very well behaved.

There is a good partnership with parents and carers. Parents are given a wide range of helpful information, brochures and newsletters and they can talk to staff daily about their child's progress. There are also three formal open evenings during the year to discuss children's work.

What has improved since the last inspection?

A Condition was in place after the nursery opened limiting access to the garden. The garden is now in very good order and provides a stimulating and child- friendly environment for children.

The nursery were asked to provide consent letters from parents, this has been completed and supports the safety of the children.

What is being done well?

- Children are supported by staff and are provided with a stimulated learning environment. Staff work as a team, they use effective questioning skills and assist children to progress in all areas of development.
- The nursery support children with special needs, and from other cultures well by involving all children in learning other languages including sign language and by routinely using these in their displays.
- Children are provided with a home cooked meal at lunchtime. the nursery are committed to using only the finest quality ingredients for children's meals.
- Staff work together to ensure consistency in approach to managing children's behaviour. good behaviour is valued and encouraged and children are treated with respect and kindness
- Parents can access a daily record of baby's routines.

What needs to be improved?

- Further develop the awareness of all staff of Child Protection procedures.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Make sure staff records contain details of staff training.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rainbow Day Nursery provides very good quality nursery education overall, and the nursery has some excellent features. The educational programme is well planned and provides a balanced range of interesting activities based on a series of topics to cover the six areas of learning. Staff have a secure knowledge of the Foundation stage and planned activities are designed to carefully to promote children's learning and understanding.

The quality of teaching is very good. Staff organise the space and resources imaginatively to create an interesting learning environment in which children can develop their independence. The outdoor area is effectively used to support planned activities. The nursery has an active policy of inclusivity and planning, assessment and observation are used as a framework to help children to progress.

Leadership and Management is very good. The senior management team have a strong commitment to monitoring, developing and improving practices, an informal appraisal system is in position. Staff are encouraged to pursue further training and students are welcome into the nursery. All staff have an active role with the children and the nursery welcome assistance and input from other agencies to enhance their own expertise.

Partnership with Parents is very good. Parents are welcome into the nursery at any time and they contribute towards their children's education. Parents receive a wealth of information, brochures, newsletters etc. and there are termly open evenings for parents to discuss their children's progress as well as frequent doorstep meetings.

What is being done well?

- Children benefit from individual attention, they are developing independence, they have good communication skills and behaviour is exemplary.
- Parents have access to a variety of information about the nursery and they are kept well informed about their children's progress.
- Children benefit from effective teaching and planning. This reflects the nursery's policy of inclusivity and staff work in partnership with parents and other agencies to make sure that all children gain as much as possible from planned activities
- Effective techniques are used to develop children's knowledge and understanding of the environment and to use these experiences as a foundation for future learning.

What needs to be improved?

- review materials used for adult led activities to include informal opportunities for recording writing and number work.
- further develop the evaluation of activities to indicate the needs of specific children and use this to inform further planning.

What has improved since the last inspection?

Strengths

Staff can identify ch. who need differentiated activities and provide for them.

Parents receive a wealth of information about the Foundation Stage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident in approaching and speaking. They initiate activities and conversations and respond eagerly to interesting daily events, i.e. the arrival of the road repair gang. They can sit quietly and attentively when required, they are keen to help with clearing up activities and can attend to their own hygiene routines. Children can discuss visitors to the nursery, they relate well to children who speak a second language, and use these themselves for simple words and greetings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators and can explain what is happening, e.g. the procedure for snack time, in a logical manner. They enjoy imaginative play and are able to comment on similarities and differences, in their lives. They can link sounds and letters verbally and most can recognise their names and some familiar words, they can hold pencils correctly and are confidently form letters and numbers. Children can choose their own books and follow the sequence of the story.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count daily, e.g. numbers of children, pieces of apple on the plate and regularly sing counting rhymes using numbers up to nine. They are also proficient at using number games on the computer. They respond when staff ask them to "take one away," or to "add two on," and they routinely use mathematical language when playing in sand or water. Children can identify shapes and name them, e.g. biscuits are circles, and they can recreate patterns using construction toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to look closely at the environment, they cut up and taste food and record their results. They explore natural materials such as sand and water and question why things happen, like water getting cold. Children use the outdoors to explore the natural world of growing things and can relate this to their own growth. They select their own materials and design and make using construction toys. Older children use the computer regularly and are developing computer skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children can access tools and a variety of small equipment and experiment with this to promote small muscle skills and hand-eye co-ordination. They learn to manoeuvre wheeled toys during outdoor play as well as a range of smaller outdoor equipment. Children can climb confidently in the garden and staff encourage the creative use of apparatus. They develop an awareness of space by moving in all directions.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have free access to a variety of resources which encourage the independent use of mixed media. They experiment with textures and colour in three dimensional modelling, painting printing and collage. Children welcome new experiences, they use imaginative play t acting out events in their lives and participating in group play. Children are familiar with nursery rhymes and simple songs, they can identify and uses musical instruments and are aware of rhythms and patterns in music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

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- review materials used for adult led activities to include informal opportunities for recording writing and number work.
- further develop the evaluation of activities to indicate the needs of specific children and use this to inform further planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.