



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217910

DfES Number:

INSPECTION DETAILS

Inspection Date 07/05/2003
Inspector Name Sue Pepper

SETTING DETAILS

Setting Name Rainbow Nursery
Setting Address 29 Common Road
Bradford
West Yorkshire
BD12 0TN

REGISTERED PROVIDER DETAILS

Name The partnership of Rainbow Day Nursery

ORGANISATION DETAILS

Name
Address

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 House Private Day Nursery opened in 2002 but it has been established as a nursery since 1996. It now operates from all rooms on the ground and first floor. A small fully enclosed outdoor play area is available to the front of the premises and car parking is also at the front. A large fully enclosed play area is being developed to the rear of the premises. The nursery serves the Low Moor and surrounding areas of Bradford. There are currently one 101 children from 0 to 8 years on roll. This includes 15 funded three year olds and 14 funded four year olds. Children attend for a variety of sessions. The nursery opens five days a week all year round with the exception of bank holidays and Christmas. Sessions are from 7.30 am to 6.00 pm. Eleven full time and five part time staff work with the children. Twelve have early years qualifications. Two members of staff intend accessing training programmes. The setting receives support from the Early Years Development and Child care Partnership.

How good is the Day Care?

Rainbow House provides satisfactory care for children. New owners are committed to improvement of the premises, good organisation of rooms and records. A warm and welcoming environment has been created where children are happy and settled. Staff give priority to ensuring children are safe both inside and outside the nursery. Equipment is regularly checked and well maintained. High standards are maintained regarding matters of health and hygiene which ensures any risks to children are minimal. Despite several changes to the staff team they all work well together. Monthly meetings ensure that all staff are clear about their roles and responsibilities. They plan an interesting and stimulating range of activities which build on children's natural curiosity. Children under two years are well cared for by key members of staff who understand the babies needs well. Toddlers now have more play areas which staff are developing. Funded children also have more space which staff are using to create clearly defined areas of play which offer more self selection and choice. This will extend opportunities for children to develop their independence. Good behaviour is valued and encouraged which results in children interacting well with one another. Warm, caring relationships were observed between children of all

ages and staff. Induction procedures need to ensure that all methods for dealing with inappropriate behaviour are sensitive and consistent. The new after school room is attractive and very well resourced. Staff work well in partnership with parents. The key worker system encourages careful tracking of babies and effective liaison. Parents are kept well informed through regular verbal exchanges and the provision of detailed daily written records. However, systems need to be developed to enable them to have easier access to written progress reports. Parents are well informed about procedures which contributes to the smooth running of the nursery.

What has improved since the last inspection?

On the last inspection the provider agreed to provide an operational plan which is now in place. Improve safety with regard to trailing electrical leads which was attended to immediately. Develop the range of activities available to toddlers ensuring constant access to drinks under supervision and reviewing rest and relaxation areas. Staff have developed self selection opportunities with regards to activities which support young children's mathematical thinking, imagination and decision making skills. A separate area is now available where children can rest. Staff continue to develop systems to promote constant access to drinks for young children. They were asked to review the nutritional balance of meals so that they reflect a wide range of taste experiences. This has been well attended to with an trained chef now involved with the planning and preparation of meals.

What is being done well?

The provider's commitment to improvement of the premises, developing procedures and systems already in place. (Standard 1, 2 and 14.) Staff give good attention to meeting babies individual needs for eating and sleeping and exchanging information with parents. (Standard 3 and 12.) The provision of a range of practical and interesting activities and experiences for children which develops their knowledge and understanding. Staff spending a lot of time talking and playing with children, helping them to learn many new skills and developing close relationships with them. (Standard 3.) Security of the premises and use of the space outside to create an extremely child centred environment. This attractive presentation of resources encourages self selection and choice enabling children to become more independent. (Standard 2 and 4.) Staff maintain high standards regarding hygiene issues (Standard 7.) Children respond well to staff's clear guidance and praise. They eagerly take part in activities and generally behave well. (Standard 11.)

What needs to be improved?

the opportunities for babies to explore natural tactile materials such as treasure baskets. (Standard 3.) the organisation of everyday routines like meal times and imaginary play areas for children over three years so that they can develop their independence. (Standard 3.) the height of displays to ensure that they stimulate children's interest and include positive images and examples of literacy. (Standard 4.) the free access to fresh drinking water for two to three year olds (Standard 8.) Induction training to ensure quality of practice and consistency in behaviour

management. (Standard 11.) parents access to written records regarding their child's progress. (Standard 12.) the child protection policy to include procedures to be followed in the event of an allegation made against a member of staff. (Standard 13.)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
13	Ensure the Child Protection policy covers the procedure to be followed if an allegation of abuse is made against a member of staff	08/06/2003
6	conduct a risk assessment on the premises identifying action to be taken to minimize identified risks in toddler room; steps in room and on journey to dining room; passing through fire doors and access to the fridge	08/06/2003
11	ensure all staff understand the behaviour management policy and use effective ways to manage children's behaviour	08/06/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure induction training monitors and reviews quality of practice
3	Develop environment for babies and toddlers by use of colour, natural materials, textures, light, sound and movement
3	Extend opportunities for older children to develop their independence and provide more opportunities for them to write for a purpose
4	Ensure displays are at child height and that they show positive images and promote interest in literacy
8	Ensure 2 and 3 yr olds have free access to drinks
8	Develop older children's independence at meal times
11	Nominate a member of staff responsible for behaviour management
12	Review systems in place for older children to ensure parent's have easy access to all written progress records regarding their child

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

How effective is the nursery education?

Rainbow house Private Day Nursery provides a welcoming atmosphere where children settle well so that overall they make generally good progress towards the early learning goals in all areas of learning. Use and layout of rooms has recently changed. Staff are developing the presentation of resources to ensure children are provided with a stimulating, purposeful learning environment in which to work and play. Teaching is generally good, the staff team work well together. Plans ensure children have opportunities to access a good range of worthwhile stimulating experiences. A good balance of free and adult directed activities are provided which help children learn. The curriculum is enriched by the organisation of some outings or visitors which support themes. However, there are limited opportunities for more able children to develop their independence and be sufficiently challenged. Staff generally provide good role models for children to follow and manage behaviour well. Planning needs to be reviewed and developed so that it is effective. All staff need to be clear about what children are expected to learn from activities. Assessment systems for all children are regularly completed by staff, knowledge of which is used to inform future planning. The leadership and management is generally good. An enthusiastic staff team are well supported by the new owners. They are encouraged to develop their knowledge and understanding of child care through working alongside qualified members of staff and undertaking training. Partnership with parents is generally good. Systems to inform parents about their child's progress and encourage them to support their child's learning need developing. Parents are provided with good information about the nursery and how it is organised, this results in the day to day running working well.

What is being done well?

The provider's commitment to ongoing improvement of the premises and development of effective procedures Staff have developed good relationships with children and they use a variety of ways of keeping parents informed Staff provide a range of practical and interesting activities and experiences for children which engage children's interest and develop their knowledge and understanding Children relate well to one another and adults and their behaviour is generally good More able children are confident to initiate conversations and use unfamiliar words Children listen carefully to instructions and stories Children are given regular opportunities to develop their knowledge of numbers to solve simple problems through practical, everyday activities Staff provide regular opportunities for children to explore, investigate and enjoy large scale physical movement

What needs to be improved?

The planning, monitoring and reviewing systems to ensure all staff are clear about what children are expected to learn from activities The challenge for more able

children so that they develop their personal independence Opportunities for more able children to practice writing for a purpose and learn the letter sounds of the alphabet The environment at the child's level to ensure it stimulates interest and includes positive images and examples of literacy The access to information provided for parents about their child's progress, learning activities and the foundation stage curriculum

What has improved since the last inspection?

First inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress. They are extremely enthusiastic and eager to take part in activities provided, working well independently or as part of a group. Children are secure, happy and confident. They are interested and involved in their play. Children respond well to each other and adults, confidently expressing their ideas, learning to share and take turns. However, more able children have insufficient opportunities to develop their independence.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children make generally good progress in communication, language and literacy through effective staff intervention. Many children are confident and fluent speakers and engage easily in conversation with each other and adults. They listen carefully to enthusiastically delivered stories which encourages them to enjoy looking at books. Children use books well for reference purposes. Children have limited opportunities to practise writing for a purpose and learn the letter sounds of the alphabet.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children's make generally good progress. Older children are able to count from one to ten confidently and recognise some basic numerals. Good small group activities and specific areas support children's ability to match groups of objects to numbers appropriately. Through a variety of practical activities children are encouraged to understand about shape. Routines and every day events need to ensure that children are introduced to mathematical language regarding size and quantity.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Children's learning in knowledge and understanding of the world is generally good. Children are learning to investigate and observe closely through the use of all their senses. They have regular opportunities to explore and investigate. Children occasionally go on local outings and these visits need to be developed to learn about local features. Children learn about their own traditions and those of others, fostering positive attitudes towards other cultures and lifestyles.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress in their physical development. A range of experiences offer children challenges such as negotiating obstacle courses and using a large parachute. Children access a range of resources to develop fine motor skills which they can repeat and refine on a daily basis. Children move confidently with control and agility enjoying regular opportunities to develop their large physical</p>	

skills. But there are limited opportunities to construct using large materials.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in creative development. They are encouraged to explore media and materials through the good range of opportunities provided. Children learn different techniques for using a range of mediums. Children's own work is valued and demonstrated through their close observational work. However, role play and design technology areas need extending so that children can develop and express their own ideas independently.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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

Ensure all staff are involved in planning, monitoring and reviewing the curriculum so that they are clear about the purpose of activities Increase opportunities for more able children to develop their independence and practice writing for a purpose in most areas Develop the environment at child height to ensure it stimulates their interest Provide parents with information about the learning activities and the foundation curriculum ensuring that they are kept well informed about their child's progress

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.