



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY260996

DfES Number: 536443

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Jackie Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow Lodge
Setting Address 12 Elloughton Road
Brough
North Humberside
HU15 1AE

REGISTERED PROVIDER DETAILS

Name Mr Lee Anthony Wilkinson

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 Lodge full day care provision registered in September 2003. It is a converted property, on two levels and is owned and managed by a private provider. The Nursery mainly serves the local community of Brough and surrounding villages. Operation is from 07:45-18:00 Monday to Friday. The setting is closed all Bank Holidays and for one week at Christmas. Flexible session times are available. There are no pets on site. Off road parking is available for parents use.

Registration is for a maximum of 29 children between 3 months to 5 years. Children are in groups according to age in three base rooms with appropriate equipment, resources and toilet and nappy changing facilities. There is an enclosed area for outdoor play. Currently there are 48 children on roll, of these, 20 children are in receipt of nursery education funding. Support is available for those children who may attend with special needs, and for two children that attend and use English as an additional language.

There are nine members of staff including the manager, deputy and nursery cook. The majority of staff hold a recognised child care qualification, and one is qualified to teach children in the early years. Staff access regular training opportunities to develop and increase their knowledge of topics related to child care practice. Two adults work regularly with the children in receipt of nursery education funding. They encourage and support children's learning through play.

During March 2004 the setting achieved the Investors In People award, and have begun to introduce the Birth to Three matters framework into the nursery curriculum to support children in the early years. The nursery receives support from the Local Authority.

How good is the Day Care?

Rainbow Lodge provides satisfactory care for young children, and is meeting the 14 National Standards well. A bright, comfortable and homely environment is created. Areas are provided to meet the play and care needs of the age range of children.

The setting is well organised, and operates to a high standard. The staff access training, work as a team and support each other well.

There are effective systems in place for the safe and hygienic management of the setting. Children access drinks regularly, and fresh, well balanced meals are provided by the nursery cook. Support is available for children with special needs or who use a dual language. Adults adopt a consistent approach to behaviour management, and include children in establishing good manners, kindness and consideration to one another. The team have an understanding of child protection procedures, and meet children's individual needs effectively.

There is a broad range of quality toys, books and equipment provided which fully support the development needs of all children. A range of suitable equipment is also available for children to access when engaged in outdoor play. Activities are varied and are well prepared and presented to children. They encourage choice, decision making and promote a range of early learning skills. Even the youngest children take part in a range of activities to learn through play and engage in tactile and sensory experiences.

An effective partnership with parents is established, through verbal feedback, written records and clear information relating to the operation of the setting. Newsletters, open evenings, daily recordings and notice boards are provided to keep parents fully informed and support a positive relationship. The majority of required records, policies and procedures are in place but some lack sufficient detail, or implementation and development is yet to be established. Documentation is well organised, stored securely and presented to a high standard.

What has improved since the last inspection?

not applicable

What is being done well?

- The environment is bright and cheerful and a homely atmosphere is created. Specific areas meets the play and care needs of the age range of children, enabling them to feel secure and confident within their surroundings.
- Staff are well deployed around the setting and provide children with effective supervision and quality interaction. They plan and prepare an interesting range of activities for all children which enables them to practise and refine many skills that support quality early education.
- The routine of the day is very well organised with lots of opportunities for children to access outdoor play or be taken for walks within the local community to places of interest.
- Effective systems are in place for the smooth operation of the setting and for a safe and hygienic environment to be established.

What needs to be improved?

- the child protection statement to include the procedure to follow if an allegation is made against a staff member, and the setting's policy to be shared with parents
- the attention to maintain confidentiality when parents are asked to sign records relating to accidents and medicines administered to children
- the signature of parents to be gained to acknowledge the entry of medicines administered to children in the record book
- the system for recording and sharing with parents incidents that require physical restraint or intervention.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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
7	Ensure that parents sign to acknowledge the entry of medicines administered to children in the record book.
11	Devise and implement a system to record and share with parents incidents that require restraint or physical intervention.
12	Improve systems to maintain privacy and confidentiality in relation to the recording of accidents and medication to be administered to children.
13	Develop child protection statement to include the procedure to follow if an allegation is made against a member of staff, and share the settings

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

How effective is the nursery education?

Rainbow Lodge provision provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals. Children make very good progress in all six areas of learning. They are particularly well accomplished in areas of personal, social and emotional development, communication, language and literacy, and mathematical development.

The quality of teaching is very good. Children's behaviour is positively managed and secure relationships are developed. Adults have a good knowledge of the stepping stones and early learning goals, and an effective understanding of how children learn. They support children's early education well through a range of interesting and challenging activities. Some consideration is given to the support of children who use dual language. Sessions are well organised and structured to allow children to play and learn as individuals or in different sized groups.

The leadership and management of the setting is very good. The management team demonstrate positive leadership skills to fulfil the setting's vision to provide high quality education for young children. There is a commitment to supporting the team aimed at training and development. Adults regularly monitor and assess their provision, curriculum and children's progress. The settings aims for children's early education are well understood by practitioners, and the team are clear about their impact on children's learning.

Partnership with parents is very good and they are kept extremely well informed through a variety of methods including visual, verbal and quality written information. Parents are positively welcomed into the setting, and are invited to special celebrations. They are encouraged to contribute items from home to support the theme or topic, and be involved in their children's learning. Regular opportunities to exchange information regarding children's progression are made available.

What is being done well?

- Adults know children well, and provide positive support and interaction to encourage children in their learning. They encourage children to make choices and decisions, and be active in the learning process. Adults have high expectations for children and introduce new activities to extend learning and education, particularly for the more able children.
- Learning is made fun and interesting by the provision of a range of challenging activities that promote understanding and progression in all six areas of learning. Activities are well organized to include planned and structured events and practical first hand experiences.
- Children are interested and motivated to learn and display excellent concentration and perseverance skills. They are increasingly confident and

independent, with advanced social and communication skills.

- Assessment is effective in identifying strengths of learning and areas for improvement. The system is used to inform planning, and any additional implementation of activities necessary to reinforce learning and understanding.

What needs to be improved?

- the introduction of familiar words used in the home language of children who also use English as an additional language to enhance inclusion and the language and communication skills of all children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent especially when selecting resources, using the bathroom or putting on outdoor clothing. They relate well to the adults of the setting and develop secure relationships with friends. They behave very well and make a positive contribution to the group's code of conduct. Children display excellent concentration and perseverance skills, and demonstrate sustained interest when engaged in activities. They enter the setting well motivated and settle quickly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children of three and four years can write their own name with clarity and confidence. They use a wide vocabulary and are especially interested when new words are introduced. They are making excellent links between sounds and letters. Children regularly practise and refine their writing skills and are fully aware that print carries meaning. They enjoy stories and use books very well. They have many favourite stories that they refer to and incorporate into their role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a very good understanding of number and counting. They respond promptly, and usually quite accurately, when asked "How many?" They regularly make comparisons, sort and match and use positional language, such as in front of or behind. They understand shape, size and measurement and have an awareness of sharing out items equally and applying simple addition and subtraction techniques. They recognise and name numerals and use visual aids to assist them when required.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to observe and investigate through involvement in practical activities that take place both indoors and out, such as planting and growing seeds and vegetables in the garden. They notice differences such as the zebra's stripes and the giraffe's spots. Their awareness is raised of faiths, customs and religions including traditional events and celebrations from around the world. They have a knowledge of ICT as they use audio equipment and laptop style interactive games.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Regular outside play provides excellent opportunities for children to learn from the outdoor environment, and also to use their bodies in a variety of ways, for example when riding bicycles and negotiating around objects. Pens, pencils, paintbrushes, rolling pins and cutters are all used expertly by children, and hand eye co-ordination is developing well. They design and build using a range of construction materials including large and small resources.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use their imaginations very well and in a variety of ways. Art and craft experiences, role play, construction, stories, songs and music all foster children's imaginations. Their pencil drawings and paintings are clearly representational. They enjoy and respond to changes in the role play area that make links with the current topic. Children take part in activities that promote cultural awareness such as the Chinese New Year.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the introduction of simple words familiar to dual language children, to support their full inclusion and maximise learning potential for all children.

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.