



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY219253

DfES Number: 500664

INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Kirsty Ann Smith

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Rainbow Childrens Nursery Ltd.
Setting Address	Station Road Worstead North Walsham Norfolk NR28 9SA

REGISTERED PROVIDER DETAILS

Name	The Committee of RAINBOWS CHILDRENS NURSERY LIMITED 3835684 1078643
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ORGANISATION DETAILS

Name	RAINBOWS CHILDRENS NURSERY LIMITED
Address	Station Road WORSTEAD NORWICH NR28 9SA

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 Children's Nursery operates from purpose built premises in the village of Worstead, in rural North Norfolk. It serves the local area.

There are 87 children from 3 months to 5 years on roll. This includes 26 funded three-year olds and 9 funded four-year-olds. Children attend for a variety of sessions. The setting is able to support children who have special needs or who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 to 18:00. Full and part days are available. A holiday club opens during the school holidays (except Christmas), children aged three to eight years may attend.

The nursery, which is managed by a committee, employs five part time and six full time members of staff to work with the children, over half the staff have an early years qualification to level 2 or 3. Some staff are currently working towards a qualification. To support the child care staff there are two cooks, a cleaner, administrative staff and a maintenance person.

The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Rainbow Children's Nursery provides good quality care for children.

The premises, including a range of suitable furniture, equipment and toys, are well organised to meet the needs of the children. A keyworker system is implemented well and the children are grouped appropriately. Sufficient staff work with the children, most are qualified and there is a commitment to further training. The appointment and induction processes are robust. Procedures used by the nursery reflect practice within the setting.

Effective measures are in place to promote the health of the children and the safety

of the premises. All staff take responsibility for the children in their care, they understand and follow the procedures in place. The staff know the child protection procedure and have some knowledge of children with special needs and they provide equal opportunities for all. However, all of these policies are limited. Children's meals are fresh, cooked on the premises, balanced and nutritious.

The staff are interested in the children, they provide activities that value children and encourage their development. The children are confident, they receive a lot of praise and their individual achievements are commented on. Staff observe the children and record what they have been involved with each day. Staff manage behaviour in a positive way and the children respond well to this, but some group times are interrupted by this and the children become unsettled. The children have access to a wide range of images and materials that positively reflect the range of people within society.

The staff provide a lot of information for parents about their child and other childcare matters. Information is received from parents to allow their child's needs to be met. Information for parents to make a suggestion or complaint does not give current contact details of the regulator. Parents are encouraged to be involved in decisions about the provision.

What has improved since the last inspection?

not applicable

What is being done well?

- Clear and comprehensive appointment, vetting and induction procedures mean that children are cared for by suitable adults who have the skills and ability to do their jobs.
- The children spend their time with adults who are interested in them, provide fun and stimulating activities that cover all areas of development and keep them safe.
- Safety and health matters are well thought through and all staff understand their responsibility for the children in their care. The meals and drinks provided are given in appropriate amounts, they are fresh and provide a balanced and nutritious diet.
- Staff praise and encourage the children, they recognise individual achievements to promote children's self esteem and well-being.
- The children actively engage in play opportunities and interact with each other and the adults around them, they are confident and happy.

What needs to be improved?

- observations of the children, so that they provide evidence of what the children know and can do and what they have learnt

- special needs and equal opportunity policies, to include all diversity and promote inclusive practice
- child protection policy, to include the process following allegations any about staff
- complaints policy, to include the details of the regulator
- some group times, so that all the children are engaged and staff do not have to persist with managing children's behaviour because they are not interested or have been disrupted.

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
11	Consider when children's behaviour needs to be managed and when the activity needs to be rearranged.
14	Include contact details of the regulator in the complaints policy and include allegations about staff in the child protection procedures.
10	Improve policies regarding children with special needs and equal opportunities so that all forms of diversity are reflected and staff are aware of inclusive practice.

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

How effective is the nursery education?

The provision for nursery education at Rainbow Children's Centre is acceptable and of good quality overall. It enables the children to make generally good progress towards the early learning goals. Provision for their physical development and their knowledge and understanding of the world is particularly well-planned and they make very good progress in these areas.

The quality of teaching is generally good. The staff understand the early learning goals and the stepping stones well enough to plan a balanced range of activities, that cover all six areas of learning. Opportunities for the children to develop aspects of mathematics, creative, language and literacy development are limited in daily activities. Staff manage the children well and children are interested in exploring and investigating objects, using their imagination, mark making, designing and constructing on their own or as part of a group. The children are confident when communicating with each other and have formed good relationships, but some group activities do not engage all the children. The children are observed frequently by the staff so that the staff can assess individual ability and learning.

The leadership and management of the nursery is generally good. The staff work well together to provide learning opportunities for the children, they are committed to improving to provision for care and education through training and making changes. The management support the staff by giving them time to implement planning and assessment systems. The principles of the Foundation Stage are not considered as part of the system for monitoring and evaluating the provision.

Partnership with parents is generally good. Limited information is available for parents about how to support their child's learning and there are few shared activities between home and nursery. Parents are provided with information about their child's progress and the activities they have been involved in each day.

What is being done well?

- Children are confident when talking with each other and to adults. They use lots of language in their play, ask and answer questions. They practise early writing skills, use a variety of tools and ascribe meaning to their mark making.
- Children's knowledge and understanding of the world and their physical development are promoted very well through a range of stimulating activities and opportunities.
- Staff allow the children time to explore and investigate, play on their own or in a group and encourage them to 'find out' for themselves, but they position themselves near to the children so that they are ready to assist.
- Staff, leadership and management are committed to improving the provision, including the quality of teaching, through additional training and making

changes.

What needs to be improved?

- communication between the staff and children during group activities, to ensure that all the children are engaged and respond well to those around them
- opportunities for the children to link sounds and letters, use calculation skills and practise rhyme and rhythm in their play and during activities
- evaluation of the provision using the early learning goals and the principles of the Foundation Stage and sharing this with parents to involve them.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

The staff have organised areas within the room so that they are dedicated to different types of play and areas of learning. Table top, free floor space and areas for large equipment and other resources are all provided. The children have access to a range of materials, tools and 'props' for their play and they use these well.

The methods for planning and assessment are being developed. The staff working with three and four year old children have changed since the last inspection and new systems have been implemented.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen to learn. On arrival they settle to play and remain focussed at a range of activities. They are able to work alone or as part of a group and interact confidently with each other and the adults around them. They are beginning to understand right from wrong and conform to consistent boundaries, some children need adult support for them to adapt their behaviour to different activities. Some children independently take care of their personal needs, others ask for adult help.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children know that print carries meaning and they practise early writing skills in their play. They talk and listen to the adults around them and each other, they practise vocabulary, ask and answer questions. Children do not often make links between sounds, distinguish one sound from another or practise rhymes or rhythm. They use language to enhance their play, for example explaining that the fish need to be fed breadsticks, as it is their favourite food, when playing an imaginative game.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers, they count objects in every day activities and recognise some numerals, the older and more able children do this with increasing confidence. They are interested and take part in number songs. They do not practise early calculation skills, for example working out how many more or less plates they will need at dinner time. They describe shape, position, size and quantity frequently in their play and use their mathematical knowledge to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children observe and comment on interesting features of the world around them, such as a train going past with no passengers on. They talk about their experiences and past and present events in their lives, such as going to buy a school uniform and mum having a baby. Children confidently construct and design in their play, they select resources, plan what they want to make, explore and use a range of techniques to achieve it. They operate simple mechanical and technological equipment.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children show a good awareness of space, of themselves and others. They sit in a group and carry objects, some children carry boxes of toys between two of them. They take care of their health needs such as toileting and eating, asking for help if they need it. They freely practise their gross and fine motor skills and use them with confidence, for example they pour and scoop up sand and water, roll small pieces of dough in their fingertips, kick and throw large balls, run and ride on trikes.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination in their role play and create stories based on their own experiences. They use representative objects and props, such as pencils for breadsticks. They express their ideas and feelings, for example telling staff what they like and don't like at tea time. Children do not recognise rhythm or explore how sounds can be changed to be quieter or louder, faster or slower, their responses are limited. They join in with familiar songs and enjoy moving to music.	

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

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: THE KEY ISSUES

- increase opportunities in play to encourage the children to link sounds and letters, use early calculation skills practice rhyme and rhythm.
- arrange group activities so that the children are engaged, able respond to adults and can enjoy the time without disruption.
- use the early learning goals and the Foundation Stage to evaluate the provision, make changes and share this with parents.

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.