



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218473

DfES Number:

### INSPECTION DETAILS

Inspection Date 20/09/2004  
Inspector Name Valerie Thomas

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Rainbow Day Nursery (Newcastle) Ltd  
Setting Address 21  
Castle Hill Road  
Newcastle  
Staffordshire  
ST5 2SX

### REGISTERED PROVIDER DETAILS

Name MR & MRS. A MASSEY 4990928

### ORGANISATION DETAILS

Name MR & MRS. A MASSEY  
Address CHARITY FARM  
97 CHAPEL LANE,ASHLEY  
NEAR MARKET DRAYTON  
SHROPSHIRE

## 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 opened in 1986. It operates from a large terraced type property on the outskirts of Newcastle-under-Lyme town centre. There are five rooms used by the children. There is a fully enclosed outdoor area at the rear of the nursery. The nursery serves the local area.

There are currently 60 children from 0 to 5 years on roll. This includes 13 funded 3-year-olds and 1 funded 4-year-old. Children attend a variety of sessions. There are no children with special needs and who speak English as an additional language currently attending.

The nursery opens five days a week all year round. Sessions are from 07.30 until 17.45.

There are twelve staff who work with the children. All of the staff have an Early Years qualification to NVQ level 2 or 3. The nursery receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery has achieved a healthy eating award.

### How good is the Day Care?

Rainbow Day Nursery provides good quality care for children. The provision has good procedures in place to ensure staff have a consistent approach to their work. Staff are experienced, qualified and work well together. Detailed policies and procedures are in place and most requirements for documentation are met. The nursery is well maintained and offers a welcoming environment for parents and children.

There are detailed safety policies for indoors and outdoors, giving clear guidelines to staff. Children are supervised well and staff monitor access to the group at all times. All areas are safe. Staff implement good health and hygiene procedures which help reduce the spread of infection. The nursery provides a range of nutritional meals and

healthy eating is promoted effectively. Staff implement child protection procedures which are fully understood.

Staff plan a varied range of interesting and exciting activities for children. There is a good range of toys and equipment to help children progress in all areas, although accessibility for children under three years may sometimes restrict child choice. Varied resources and celebration of festivals, raise children's awareness of different cultures and disability. Staff constantly talk to the children, encouraging them to play and learn through activities and meet their individual needs well. Children behave well and respond positively to the clear boundaries and constant praise given by staff. There is an effective system in place to support children with special needs.

There is a positive partnership with parents and carers. Parents are informed of how the setting operates through newsletters, their information pack, displays of activities and discussion. There is a good daily exchange of children's well being with parents, where progress is often discussed.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous Inspection.

#### **What is being done well?**

- There is a high level of qualified staff who work well together. A consistent approach is developed well through appraisals, staff meetings and in-house training. This helps to ensure children are well cared for.
- High priority is given to health and safety within the setting. There is clear guidance for staff through policies, procedures and training and all areas are safe and secure. Children wear safety helmets when riding bikes and climbing outside which helps to reduce the number of accidents that take place.
- There is very good use of the key worker system which enables staff to know and meet their children's needs well. The interaction between staff and children is positive and caring and children are happy and settled.
- Management of behaviour is very effective. Staff are consistent in their handling, explaining to children why their behaviour is not appropriate and using distraction and positive reinforcement at all times. As a result children respond and behave well.

#### **What needs to be improved?**

- the accessibility of resources for children under three years
- documentation for administering medicine to include parents signature to acknowledge the entry.

**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
5	Improve the accessibility to toys for children under three years to allow them to make decisions and free choices during play.

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

### How effective is the nursery education?

Rainbow Day Nursery offers high quality provision overall which helps children to make very good progress towards the early learning goals, in all areas of learning.

Teaching is very good in all areas. Staff have a sound knowledge of the Foundation Stage. They plan an interesting and exciting range of practical activities which helps children to learn. Staff manage children's behaviour well and have high expectations and set clear boundaries. Activities are well managed and staff constantly encourage children to learn through questioning, although occasionally children's mathematical skills could be further extended. There is a good range of equipment to support children's learning in all areas, which is organised well.

Staff use assessment records well to identify the progress children are making towards the early learning goals. Although there are currently no children with special educational needs attending the setting, there is an effective system in place to provide good support. The strengths in personal, social and emotional development and communication are due to the skilful interactions of the staff in engaging children in conversations and high importance is given to fostering their self esteem.

Leadership and management is very good. The nursery benefits from strong leadership with clear guidance and detailed procedures in place. Constant evaluation of practice through appraisals, monitoring and staff meetings helps to maintain and improve standards. Good opportunities are provided for staff development with regular training attended.

The partnership with parents is very good. Parents receive details of the nursery ethos through discussion and information packs, and planning displayed gives some information on the educational programme. Topic letters are sent home to involve parents in their child's learning. Children's progress is shared with parents through discussion, however not all parents are aware of their child's progress records.

### What is being done well?

- High importance is placed on developing children's self esteem. Staff constantly praise children to make them feel special and children take turns to be a helper for the day. As a result children are very confident.
- The development of children's language is very good. They speak clearly and fluently and engage easily in conversations with each other and adults. They express their needs confidently and speak well during group activities.
- There are good opportunities for children to learn about the world in which they live. They go for regular walks to the local library and visit the nearby fire station to see how the fire engine works. Visits to the nursery from the police

and ambulance services help children to learn about people who can help them.

- Expectations for behaviour are high. Staff set very clear boundaries and children are encouraged consistently to use their manners, share and to be kind to each other. Children respond positively and behave well.
- Good questioning during activities and stories enable children to express their ideas and thinking. Staff encourage children to share their experiences and engage in their play to build positive relationships.

#### **What needs to be improved?**

- the information provided for parents on the Foundation Stage and ensuring all parents are informed of their child's progress records
- the extension of opportunities to develop problem solving skills during snacks and lunch times.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. There was one area for improvement raised at the last inspection, which was to help children learn correct letter formation. The staff have introduced a number of effective measures to help children in this area.

Staff work with children to help them complete their weekly news books where they draw pictures and write about what they have done. Staff give good guidance for younger children with dot to dot letters, while older children are able to copy the letters independently. Resources such as white boards and marker pens are used by staff to explain and demonstrate the process of forming letters. Children have name cards to copy the letters and some of the older children can write their name well.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, interested and involved in their play. Children's self-esteem is developed well and their relationships with each other are good. They enjoy acting out a puppet show together. Children are eager to learn and are keen to answer questions. They show good concentration when cutting and talking to staff about the leaves. Children behave very well, they share and take turns and give each other a hug if they hurt one another. They manage their self-care well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently express their needs and share their experiences with each other. They have many opportunities to express their thoughts when questioned during activities. They enjoy reading books and listening to stories. Children demonstrate good book handling skills and talk to each other about the pictures. They practise their writing skills regularly. They write in their news books each week and have name cards which they copy. Older children recognise words with the use of flash cards.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use and understand numbers for counting well. They count up to 10 confidently and match number to object, counting the spots on the frog. Children learn about aspects of size, measure and quantity when baking cakes, mixing paints and at story time. Children learn about shapes during games and can match objects to the shapes in the book. Problem solving skills are developed during activities, although could be further extended during snack and lunch times.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore objects and find out about change. They have made a 'wormery' and watch how they make their tracks. They bake cakes and biscuits and mix the powder for the paint. They learn about the features of living things, using magnifying glasses to look at insects in the garden, plant herbs and talk about hedgehogs. Children use the computer well, they know how to move and click the mouse to activate the programme.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and safely. They run and jump well and are able to stop and start safely. Children are able to use all parts of their body when moving to the musical action tape. They bend, stretch, clap and curl up like a ball. Children balance well as they walk along the tree stumps. They are learning to use various equipment, throwing and catching the balls with control and twirling with the hoops. Children use one handed tools competently. They write, paint and cut well.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children express their ideas and imagination freely through a good range of activities such as role-play, painting and musical instruments. They are confident to act out scenes for their puppet show by themselves. They explore colour and texture through a varied range of media such as dough, clay, making biscuits, collage and paint. Children name a wide range of colours confidently and learn new words to describe the leaves. They learn about feelings through their discussions at circle time.

**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:
- to continue to develop the partnership with parents by providing additional information on the Foundation Stage and ensure all parents are fully informed of their child's progress records.

*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.*