



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302059

DfES Number: 582220

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Helene Anne Terry

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow Private Day Nursery
Setting Address 51 Aireville Road
Bradford
West Yorkshire
BD9 4HH

REGISTERED PROVIDER DETAILS

Name Mrs Cindy Nicol

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 Private Day Nursery is owned and managed by the proprietors, having first opened in 1989. Its premises comprise of a large, end terraced house set in its own grounds. The nursery operates from three playrooms on the ground floor of the property. It is situated in the Frizinghall area of Bradford with a large Asian population, but the nursery caters for families from a range of diverse cultural backgrounds living in and around Bradford. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 throughout the year. All children have access to secure enclosed play areas.

There are currently 35 children aged six months to four years on roll. Of these 11 receive funding for nursery education. The setting currently supports children who speak English as an additional language.

The nursery employs nine members of staff, including the proprietors, who work in the setting. Four of the staff hold relevant early years qualifications. Three are working towards a qualification.

How good is the Day Care?

Rainbow Private Day Nursery provides a high standard of care for the children attending in a warm homely environment. Organisation of the setting is good. Deployment of staff, space and resources are used effectively to meet the needs of the children. Most policies and procedures in place are good. These underpin the setting well, ensuring that staff are aware of their roles and responsibilities and effectively impacts on their ability to work as a team.

There are effective procedures and precautions in place to ensure a safe environment is maintained for the children. Staff promote children's understanding of personal hygiene very well through good practices. All health issues are fully considered. Children's individual needs including those with English as an additional language are effectively addressed and staff have a basic awareness of child protection issues.

Staff plan a very good range of activities and experiences for the children taking into consideration the Foundation Stage guidance. The activities promote all areas of children's development. There is also a good range of age appropriate resources available for the children in the playrooms. Some of the resources represent positive images of diversity in society. Very good relationships between staff and children are evident. Staff effectively involve themselves in children's play and support and encourage their development to a high degree. Children are treated with courtesy and respect and staff are good role models, ensuring strategies for managing behaviour are appropriate for children's understanding.

The staff and management work well in partnership with parents. Parents are kept informed about most aspects of nursery life and their children's progress through a wide range of materials. This promotes continuity of care.

What has improved since the last inspection?

At the previous inspection the manager agreed to address a number of issues relating to documentation, health and safety. Good progress has been made. An incident record book has been provided and parental permission to seek emergency treatment has been obtained from parents. The child protection procedures have been updated to include procedures to follow should a member of staff be accused of abuse and staff ensure that parents sign the medication records after medicines have been administered. The complaints procedure has been updated and includes the regulators telephone number although there is no address. Risk assessments are now done regularly and hygiene procedures in the baby room are rigorously maintained.

What is being done well?

- The organisation of the setting is good, including staff deployment, space and resources. There are good policies, procedures and documentation in place which effectively underpins the running of the nursery and ensures the needs of the children are fully addressed.
- The range of activities and resources offered to the children are very good and cover all aspects of children's development.
- Relationships with parents are very good. Parents receive good information about the setting. They have access to their child's development records and key staff ensuring continuity of care is promoted.
- Staff develop very good relationships with the children and effectively address individual needs. Staff listen to the children and fully involve themselves in the activities. This impacts on the children's interest in the activities and promotes the good behaviour of the children which was observed.
- Health and safety are fully considered within the setting ensuring that the environment is a safe place in which children can play and learn.

What needs to be improved?

- the systems for sharing the child protection procedures with parents
- the complaints procedure, ensuring that it contains the regulators address
- the systems for maintaining accident records, ensuring that parents sign all incidents recorded.

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.)

Since 1st April 2004 Ofsted have not received any complaints about this provider.

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
7	Ensure that parents sign records of all accidents involving children.
12	Ensure that the complaints procedure includes the address of the regulator Ofsted.
13	Ensure that the child protection procedures are shared with parents.

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

How effective is the nursery education?

Children attending Rainbow Private Day Nursery are making good progress overall towards the early learning goals within a caring learning environment. They make very good progress in personal, social and emotional development and mathematical development. In all other areas progress is generally good.

The quality of teaching is generally good, key staff have a good understanding of the stepping stones leading towards the early learning goals. This is evident in the good challenges set for the children which also demonstrates staff's knowledge of children's differing abilities. Children are supported effectively through good interaction from staff who question and encourage responses. Staff plan a wide range of activities which are appropriate for three-year-olds, however most of the activities are structured, adult directed and allows very little opportunity for children to make choices from the whole range of resources and work independently. Staff have high expectations of children's behaviour and manage children very effectively during sessions. Children's assessments highlight the stepping stones on which they are progressing and some observations are used to support these. There are no funded children attending with special needs or speak English as an additional language, however systems are in place to provide support.

The setting has generally good leadership and management, based on supportive team work. Staff are committed to improving the provision for care and education, although they are unsure about their role in evaluating and monitoring the effectiveness of the education provision.

Partnership with parents is generally good. Parents receive good information about the setting and are encouraged to be involved in their child's learning, by continuing activities at home. However there is limited opportunity for parents to regularly discuss and share records of their child's progress.

What is being done well?

- Children make very good progress in personal, social and emotional development. They work co-operatively with increasing concentration, display high levels of motivation and show confidence in linking up to adults and other children for support and guidance.
- Staff have high expectations of behaviour resulting in positive responses from children. Children are aware of the rules of the setting, they adapt their behaviour well to different situations and changes in the routine.
- Staff support individual children very well to encourage learning. They are aware of the differing abilities of children and set appropriate challenges. For example when matching dots to numbers more able children were set the challenge of recognising numbers above five.

- Children count very well and are beginning to introduce numbers into their play. For example they are aware of how many children are allowed into the role play area at any one time and state when there are too many.

What needs to be improved?

- the opportunities for children to work independently, select resources and enjoy self chosen activities, such as marking making, construction, design and technology and opportunities to freely creatively express themselves.
- the opportunities for children to use large and small equipment to develop their balance, swinging, climbing, sliding and pushing and pulling skills.
- the monitoring and evaluating of the provision for nursery education
- the systems for sharing children's development and assessment records with parents.

What has improved since the last inspection?

The setting has made good progress since the last inspection in addressing the areas identified for improvement. Planning has been developed to challenge mathematical development for more able children with the inclusion of working with numbers six to ten. Simple calculation skills are also practiced during practical activities.

Resources which reflect diversity in society have been obtained and writing on walls around the room represent positive images of the differing cultures of the children attending. Thereby promoting their understanding of peoples differences and similarities.

Provision has been extended to help children recognise and write their names. Children's names are displayed on a board and it is part of their routine during circle time to find their names and begin to link sounds to letters.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and familiar with established routines of the setting. They display high levels of involvement in activities and are happy to try new experiences. Children play well together and behaviour is very good. They have developed some independent skills, especially in relation to their personal needs, such as toileting and hand washing. Relationships established between staff and children are very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use increasing vocabulary to communicate effectively with each other and adults. They talk through activities reflecting on what they are going to do especially in the role play area, as two children prepare a picnic. Children enjoy books immensely, listening to stories and using their imagination to develop ideas. They are beginning to understand that print carries meaning, although they have limited opportunities to freely use mark making skills throughout the sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good counting skills and more able children are beginning to recognise numbers up to ten. They show an interest in numbers and use them during play situations as they talk about how many worms they have found or how many children are allowed in the role play area. Children show a good awareness of size, shape and position as they sort and use sequencing skills for example as they put the gingerbread men into sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children find out about features of the environment and natural world through topics and activities, such as seasons and planting and growing. They talk about their experiences with growing awareness of the past and staff introduce ideas such as old stories and new stories as part of their themes. Children use the computer with increasing skill to support learning, however they have limited opportunities to explore construction materials throughout the sessions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to handle a wide selection of tools and objects to aid the development of small muscles, manipulative skills and hand and eye co-ordination. For example children use scissors very proficiently to cut around lines. They demonstrate a good awareness of healthy practices such as washing hands before handling food. Children are not given frequent opportunities to practice the use of their large motor skills, such as running, climbing, sliding, balancing and swinging.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy experimenting with colour, texture and shape through a variety of activities although these are mainly adult led. They enjoy singing familiar songs and occasionally have access to musical instruments. They use their imagination very well in the role play area to create their own stories. However they have limited opportunity to freely express their thoughts, ideas and feelings creatively through art and design.

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

- extend the opportunities for children to work independently within the setting, select resources from a wide range and enjoy self chosen activities and present opportunities to enable them to creatively express their thoughts, feelings and ideas.
- extend the opportunities for children to use large and small equipment to develop their balance, swinging, climbing, sliding and pushing and pulling skills
- develop systems for monitoring and evaluating the provision for nursery education
- develop systems for sharing children's development and assessment records 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.