

Rainbow Bright Day Care

Inspection report for early years provision

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Inspector Patricia Champion

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rainbow Bright Day Care is privately owned and was registered in 1996. It operates from five playrooms in a two-storey property located in a residential area to the northeast of Ipswich, Suffolk. All children share access to a secure, enclosed, outdoor play area. A maximum of 36 children may attend the nursery at any one time. The nursery opens five days a week all year round. Operating times are from 8am until 6pm.

There are currently 68 children aged from four months to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 11 staff, of whom ten of the staff, including the manager hold appropriate early years qualifications. There is one member of staff working towards a recognised early years qualification and one member of staff is working towards the Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery environment and are making good progress in their learning. The staff team have a good understanding of each child's unique requirements and interests and plan a generally exciting environment to support their development. They work effectively in partnership with parents and other early years professionals to meet children's individual needs. A self-evaluation process has been started and there are clear action plans to demonstrate that the staff are fully committed to developing their practice in order to promote outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop reflective practice and self-evaluation, to include all aspects of the provision to widen the scope for improvements
- review the use of time, space and resources to ensure that children are consistently offered sufficient challenge, inspired to develop independence skills and learn as much as they can
- develop further the partnerships with other settings that children attend

within the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The staff have a clear understanding of safeguarding issues and are aware of their responsibilities should they have any concerns regarding children in their care. Rigorous background checks are undertaken to ensure that adults are suitable to work with children and all staff are cleared through the Criminal Records Bureau. There are secure entry systems, all visitors are closely monitored and an alarm alerts staff when someone is approaching the entrance. Risk assessments are efficiently carried out and recorded to maintain the safe and secure premises and to minimise any risks to children. All the regulatory documentation is in place to promote children's welfare and safety. The staff are knowledgeable about children's individual medical needs or dietary requirements and the majority hold first aid certificates. The written policies and procedures are shared with the staff team and parents.

A cohesive staff team is now developing following a recent staff turnover with maternity leave and management changes. There have been significant improvements for the nursery since the last inspection. All previous recommendations have been met and the outdoor space has been totally renovated with innovative landscaping and excellent outdoor play equipment to give children rich outdoor learning experiences. Although the staff team implement action plans to bring about these impressive developments, the self-evaluation does not yet cover all aspects of nursery practice to widen the scope for improvements.

The nursery gives good consideration to promoting equality and diversity; practice is inclusive and staff take steps to ensure all children are fully integrated. Children play with resources and look at books that reflect diversity and activities are linked to festivals and special events. This ensures that children feel good about themselves and acquire a positive attitude towards each others' differences. A suitable system is in place to support children with learning difficulties and/or disabilities. The special educational needs coordinator liaises with parents and outside agencies to ensure that children get the support they need. Teaching staff from nearby primary schools visit the children to ensure that there is a smooth transition into the reception year. However, links with other providers that deliver the Early Years Foundation Stage are not yet fully embedded to ensure that there is continuity in children's learning when they attend more than one setting.

The partnership with parents is seen as very important and a range of methods are used to share information. Notice boards, newsletters and welcome packs encourage parents to develop a clear understanding of how the nursery operates, this keeps them informed of special events. Digital photograph frames and activity lists on whiteboards detail more about what happens during a nursery session. Staff keep parents updated on progress and achievements through verbal feedback, daily diary sheets and by sharing the learning journey profiles. Parents have regular opportunities to contribute by adding comments about their children's

learning to these development records. Questionnaires are distributed to elicit parents' views about the nursery. Staff act swiftly on parents comments and suggestions, for example, by reviewing how frequently information is shared. Parents speak very positively about their experience of dealing with the staff and praise the progress their children make.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development because they are secure and content. Babies and toddlers are supported well by key persons who have developed close and tactile relationships with them, this helps form strong attachments. Staff are consistent and use praise and encouragement effectively. They talk and listen respectfully to children and provide effective support during their activities. An effective range of teaching methods are used to promote language skills, vocabulary development and children's interest in books. For example, puppets are used purposefully to fascinate children and stimulate their curiosity in stories. As a result children are confident speakers and listeners. They use language positively to express themselves and their vocabulary reflects the breadth of their experiences. Children of all ages frequently practise mark making and early writing skills within role play, creative activities or when writing their name on artwork.

Staff ensure that children's interests drive the activities provided and they follow the children's lead in planning their learning. The play environment and resources are used generally well to provide challenging learning experiences. However, there are times during the daily routine when staff do not maximise the opportunities to extend children's independence skills or inspire them to achieve as much as they can. Children's individual learning journey profiles are progressing well and contain positive observations of achievements across the areas of learning with photographic evidence, examples of the children's work and ideas for next steps in learning. Children are confident to explore and try new things. They particularly enjoy sensory materials where there is no desired end result. Staff make a sticky, slimy 'gloop' for children to investigate and they have fun experimenting with shaving foam. Babies have access to heuristic play baskets containing a variety of natural and man-made materials, which they can safely investigate and explore.

Children have a good understanding of a healthy lifestyle and the older children enjoy the independence of choosing when to eat their snack. They discuss healthy food and taste different fruit and vegetables each day. Children have hearty appetites and eat wholesome freshly cooked midday meals. Regular opportunities are provided for cooking activities, for example, when children spread tomato paste and sprinkle toppings to make pizzas. Good personal hygiene routines are adopted and children are full of energy; they know exercise is good for them and relish the opportunity to choose whether to play indoors or outside.

Children are making good progress in developing the skills they need in later life.

They treat each other respectfully and respond well to the staff's consistent approach to supporting behaviour by playing harmoniously. Children enjoy helping staff with simple tasks such as laying the table or tidying away the toys. They understand the need to use tools such as cooking utensils or scissors responsibly and efficiently follow important safety routines such as evacuation drills. Children learn about road safety when they go on outings. Visitors to the premises enhance children's safety, knowledge and understanding of the world. For example, visits by a police officer encourage awareness of safety issues and potential dangers. Staff plan a good variety of activities to enhance children's future economic wellbeing through developing their problem solving, numeracy, literacy and technology skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met