

Rainbow Day Nursery

Inspection report for early years provision

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Inspector Melanie Arnold

Setting address 409 Brant Road, Waddington, Lincoln, Lincolnshire, LN5
9AL

Telephone number 01522 722222

Email

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 Day Nursery registered in 1998 and is privately owned. It operates from a converted bungalow in the Brant Road area of Lincoln. Children are cared for in three separate rooms according to age. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am to 6pm, all year round with the exception of bank holidays and the week between Christmas and New Year. Children are able to attend for a variety of sessions. A maximum of 32 children under eight years may attend the nursery at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children who speak English as an additional language.

The nursery employs ten members of staff. Of these, eight hold appropriate early years qualifications at Level 3 and two hold qualifications at Level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is respected and valued by the caring staff team. They enjoy participating in a suitable range of play experiences which enable each child to make satisfactory progress in their learning. Mainly good practices and procedures are in place and used by staff to safeguard children and promote their welfare. Partnership with parents is good, while partnership working with others has yet to be further developed to fully ensure the integration of all children. Improvements have been made since the last inspection and the setting uses an appropriate system of self-evaluation to identify some targets for future development.

What steps need to be taken to improve provision further?

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

- develop further the ongoing observational assessments to more accurately monitor children's progress and use this information to identify and plan a range of purposeful, challenging learning experiences for children
- develop further the links with other providers to ensure information about children's learning and development is shared to fully promote continuity of care and learning
- ensure that children have opportunities to be outside on a daily basis all year round.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the safe, secure setting. The nursery uses a designated key person approach to ensure the individuality of each child is fully respected and valued. Children are cared for in differing rooms according to age and ability. This ensures they freely access a generally good range of toys and resources to meet their developmental needs. Records, documents and policies are in place, completed with required information and used mainly well by staff to safeguard children. For example, the nursery has a clear recruitment, vetting and induction procedure in place to verify the suitability of staff working with children. However, the provider has breached their conditions of registration by caring for more children under the age of two than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. The nursery has developed its child protection policy since the last inspection and all staff have completed basic safeguarding training. This has resulted in staff developing a good all-round knowledge of child protection. Children's safety is further protected because they are constantly supervised by the vigilant staff team, who identify and minimise potential hazards through the nursery's clear risk assessment procedures.

All staff are qualified in childcare and the majority of them hold current first aid certificates. Staff are committed to their ongoing training and development through continued training. Effective partnerships with parents and carers result in the constant exchange of clear information to support children's individual needs in line with their backgrounds and beliefs. Children with English as an additional language are fully respected. Their linguistic diversity is valued as words in their home language are displayed within the room, providing them with opportunities to use their home language in their play. The clear equal opportunity policy promotes the inclusion of all children and ensures discrimination is not tolerated. Parents comment positively on the setting. They state they are very happy with the service provided. They feel informed about their children's daily activities through information now displayed on the new white boards outside each room and they feel that their children are safe and secure while in the nursery. The nursery shares some information with other providers about children's care needs. However, information regarding progress and development has yet to be exchanged with other providers to fully promote an integrated approach to both their care and learning. The nursery's appropriate system of self-evaluation is predominantly carried out by senior staff and identifies some relevant targets for further development.

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

Children are happy and settled in the nursery. All children, including babies, show secure attachments to the caring staff team. Children learn to value their own needs and to respect the needs of others, through staff acting as positive role

models. Their awareness of differences and diversity is actively promoted through activities and play. Behaviour is good and children show developing confidence and independence as they move through the nursery. For example, babies are encouraged to feed themselves with staff providing support where necessary, whereas older children independently serve their own meal at lunch time. They sit and wait patiently at the table, socialising with their peers, until everyone has their meal and then they all eat together. Children benefit from freshly prepared meals, which meet their dietary requirements. The accessibility of fresh fruit and drinks within each room, enable children to recognise their own needs as they freely access these when they become hungry or thirsty. Good health and hygiene routines implemented by staff help to maintain a healthy environment for children where the risk of cross infection is effectively minimised. Children's awareness of maintaining their own health is developing through some appropriate practices. However, children do not always access daily outside play, which limits their opportunities for exercise and learning in the outdoor environment. Children's safety is protected and their awareness of safety issues is effectively promoted through activities and regular events. For example, children learn to evacuate the nursery safely during regular evacuation drills and they learn how to use equipment like scissors safely as staff re-enforce important safety messages with them.

Children make satisfactory progress towards the early learning goals as they enjoy participating in an appropriate range of hands-on learning experiences. They freely access toys and resources during inside play, which cover the six areas of learning. Activities are planned in line with children's interests, with staff often taking the lead from the child. However, planning is sometimes basic and lacks direction for staff. This results in children not always being provided with purposeful learning experiences which are sufficiently challenging. For example, although children have lots of fun when playing with the shaving foam, making marks and playing with the animals, the lack of questioning by staff hinders the progress children make as communication and challenge is minimal. Children of differing ages enjoy listening to stories read aloud by staff. Through the use of treasure baskets, babies have fun appropriately investigating and exploring their resources using their senses. Older children use a range of technology to support their learning, including freely accessing the computer. They play a suitable range of games where they learn to match colours and count. Observation and assessments are in place and shared with parents and carers. However, they are not always used effectively to monitor children's progress.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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