

# Rainbow Day Nursery (Newcastle) Ltd

Inspection report for early years provision

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**Unique reference number** 218473  
**Inspection date** 03/10/2011  
**Inspector** Lynne Milligan

**Setting address** 21 Castle Hill Road, Newcastle, Staffordshire, ST5 2SX

**Telephone number** 01782 661619

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**Type of setting** Childcare - Non-Domestic

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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*.

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## Description of 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, including two enclosed outdoor areas which are situated at the rear of the nursery. The nursery opens five days a week for 51 weeks of the year. Sessions are from 7.30am until 5.45pm.

The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 51 children aged from three months to under five years on roll, some in part-time places. There are 11 staff who work with the children, all of whom hold a level 3 childcare qualification or above. One member of staff has gained a Foundation Degree and is working towards a BA (Honours) in Childcare. The nursery also employs a cook and an administrator.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the nursery are generally kept safe and well cared for as the staff team are dedicated and professional. Partnerships with parents and others within the community are clearly valued and as a consequence, the nursery offers an inclusive environment where children are developing well. Steps taken to continuously improve, allowing the nursery to assess their strengths and weaknesses and builds staff morale, as they all take an active approach to sustainability. Staff deliver a wide range of experiences for most of the children which supports their transition to school.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis including details on who completed them (Suitable premises, environment and equipment) 21/10/2011
- record information that includes the address of each parent and which of these the child normally lives with (Documentation). 21/10/2011

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

- expand the planning in the 2-3 room to ensure that the area of communication, language and literacy is fully incorporated into daily activities and allow children to label their own work throughout the nursery.

## **The effectiveness of leadership and management of the early years provision**

The nursery strives to keep children safe as they follow robust recruitment procedures, induction processes and continual assessments of its staff. Current Enhanced Criminal Record Bureau checks are in place and staff sign a long list of well-written policies to confirm their understanding and acceptance. Additional procedures which exclude the use of mobile phones and access to social networking sites whilst at work, further demonstrate the nursery's ability to keep children safe. Recently updated safeguarding training contributes to staff secure knowledge of child protection issues which leaves them with no doubt as to what to do should an incident occur. Each area within the nursery is checked on a daily basis but the lack of information in the written risk assessments leaves some areas and equipment insufficiently considered. For example, one of the outdoor areas has a low wall which adjoins the neighbours gardens and equipment and tools such as safety scissors are inappropriately used by some of the children. This has the potential to put children at risk as this is a legal requirement. Documentation which includes the nursery's collection procedures, medication policy and all accident and existing injury forms all contribute to the safety of the children as they are well written and accurately completed. Children's registration records, however, do not all contain all the required information. As a result, this regulation has not been met.

The nursery is proud of its partnership with parents and other settings within the community as staff have worked hard to build meaningful relationships. Information is consistently shared. Parents' evenings along with well-written summative reports offers a snap shot of their child's progress. An open door approach allows parents to feel comfortable about discussing their needs and encourages their involvement. Effective links with other providers, such as the local schools ensures children are supported as they leave, with outside agencies included in preparation for these events.

Self-evaluation has allowed the nursery to evaluate its strengths which include its partnerships with parents and the longevity of its staff, alongside areas for improvement which include a breakfast club and afternoon tea with grandparents. Open and honest lines of communication help the nursery make any necessary changes and ensures they approach improvement with a focused and positive attitude.

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

Children are developing healthy lifestyles as they eat well and get plenty of fresh air and exercise. Revised menus take account of all children's dietary needs and are adapted for younger children or for those that may not want to eat certain foods. Access to a fresh supply of drinking water maintains children's health. The outside play areas have been developed to include a soft play area, with an upper

grassed area where babies can crawl and play safely in the sunshine. Areas are very well resourced with local facilities, such as the clock tower incorporated into children's learning. Children are encouraged to take risks under the close supervision of staff. This approach helps children stay safe as they become familiar with their own limitations and ability to determine what is a risk. Staff take an active role in children's play and are skilled at standing back, watching their development and knowing when to step into offer advice and guidance. This technique builds on children's existing knowledge. They exhibit high levels of good behaviour as staff listen to them, encourage their ideas and thoughts and praise them for the smallest amount of effort. As a result, children play very well with each other and show their appreciation through long lasting and meaningful relationships.

Well-trained staff deliver a good level of education for most of the children in their care. A consistent approach is adopted throughout the nursery where each room follows a similar process for collecting information when a child starts, to planning and then through to the transition process as they move onwards and upwards. Children's progress is demonstrated through regular written observations which are supported by clear assessments that effectively evaluate each child's next steps. However, in the 2-3 year old room the lack of focus in communication, language and literacy means that during free play, for example, conversation is limited and in planned activities there is little assessment of areas, such as children's writing skills. This is demonstrated further through the many displays throughout the nursery where none of the children label their own work.

Babies receive good levels of care as they are encouraged to explore and investigate in the inviting, well-resourced room. Staff clearly know the babies and skilfully use their likes and dislikes to inform their daily activities. Babies wheel cars through the sand and explore the texture of the rough material as they make sense of this, rubbing it through their fingers. They begin to crawl and stand up as areas are well-thought-out and provide interest. A good range of books supply older children with the ability to understand the author, the title and supporting pictures on both the front and reverse of the book. They are familiar with their favourite stories, acting out events and using puppets to add to the enjoyment. Younger children investigate technology, as they use a range of suitable resources that include mobile phones, computers and pop-up or musical toys. They begin to associate the sound to an action as they press buttons, lift levers or turn wheels. Toddlers learn about caring for others as both boys and girls wrap their dolls in blankets, take their temperature and administer medication because they say they are poorly. Staff extend their play through careful questioning that mostly encourages conversation and so provides some opportunities that widen their understanding. Festivals, culture, religion and forthcoming events are celebrated throughout the nursery as they capture the community approach. Families are invited to take part in such events as the recent royal wedding and help make costumes, cakes and doves for the top table. The whole nursery celebrates this occasion together with the children, their parents and extended family members which further underpins their inclusive approach and reinforces the value they place on all involved.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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