

Rainbow Lodge

Inspection report for early years provision

Unique reference number EY260996
Inspection date 29/11/2011
Inspector Jackie Phillips

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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 Lodge is a private provision. It is owned by a husband and wife team who each have responsibility for the day-to-day function and business management of the nursery. The setting registered in 2003 and operates from a purpose-built two-story property in Brough, within the East Riding of Yorkshire. It is registered on the Early Years Register to care for a maximum of 40 children at any one time. Of these, not more than 12 may be under the age of two years. There are currently 81 children on roll. The nursery is open each weekday from 7.45am until 6.00pm for 51 weeks of the year. Children come from a wide catchment area. The nursery employs two part-time cooks and 15 members of childcare staff. The majority of adults who work directly with the children hold recognised early years qualifications. The nursery achieved the Investors In People award following re-assessment in July 2011.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Their individual needs are acknowledged and respected by kind, caring staff. Children are provided with a varied range of interesting activities that take place indoors and outside. Important aspects to keep children safe, healthy and well protected are good, with the exception of required detail to risk assessment documents. Adults value and appreciate effective partnership working, recognising the positive impact this makes towards children's achievement and well-being. The team has determined ambition and drive towards continual improvement and further development.

What steps need to be taken to improve provision further?

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

- develop the record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 16/12/2011

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

- improve opportunities for older children to take more responsibility regarding effective personal hygiene procedures, independence at lunchtime and choice regarding access to the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety. For example, they maintain accurate attendance registers, practise the setting's emergency evacuation procedure regularly and inform parents promptly when children show signs of feeling unwell. All required documentation for the safe and efficient management of the provision is in place, including records of risk assessment. However, these fail to clearly and consistently show when checks have been carried out, by whom and identify a date for review. This is a specific, legal welfare requirement. Arrangements for safeguarding children are robust. For example, staff access training and there is a wide variety of written information in place for referral if required. The environment in which children are cared for and educated is safe and supportive. Secure steps to promote their good health and well-being, including those to prevent the spread of infection, are established. However, sometimes communal hand towels are used and children not reminded to wash their hands after wiping their noses which are potential areas for cross-infection.

Adults provide children with an extremely well-resourced and welcoming setting. Interesting pictures, posters, photographs and attractive wall displays contribute very effectively towards making the environment vibrant and conducive to learning. Excellent attention is given to enable children to access information at their height, for example, colour mix clues, number lines, and pictorial aids. Furniture, resources and equipment are high quality and well organised to create focussed areas for learning. The fully enclosed garden is directly available for children aged two years and over to use from their playrooms. However, current arrangements include all children using the outdoors on a rota basis during the day. This restricts choice and independent access to the outside learning environment, particularly for the eldest children. Although outdoor experiences are good, the range does not fully match those that take place indoors. This is, however, an area identified for improvement providing the greatest impact towards the continued development of the provision and in particular outcomes for children.

Highly positive relationships with parents exist. They are provided with a constant flow of information to keep them informed and involved. For instance, they are regularly updated about all aspects of their own children's achievements, well-being and development. An attractive and high quality prospectus provides a wealth of information about the setting. Parents are invited to reciprocate and share details regarding their child's personal and individual requirements, for instance, regarding special medical or dietary needs. The setting skilfully liaises with other service providers and early years professionals to ensure children's progression and continuity of care. This includes partners based in schools, the Children's Centre and other providers who deliver the Early Years Foundation Stage. This makes a strong contribution to children's achievements and well-being.

Morale is high within the well-established staff team. There is good support to develop effective working practices through access to training, meetings,

partnership events and individual aspects for personal and professional development. Children benefit from care and education provided by adults with good knowledge of learning and development requirements and a varied range of skills, experience and ability. Recommendations raised at the last inspection have, in the main, been well addressed. There remains potential improvement to the levels of independence and responsibility that older children can achieve. Improvements since the last inspection have had a positive impact on the quality of the early year's provision and outcomes for children. For example, there has been an extension to the property to create more space and to increase natural light for some groups of children. Actions for the future are well-chosen based upon parents, staff and children collaborating their ideas and opinions towards sustainability. A positive approach towards further development of the provision and high aspirations for the future are clearly evident.

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

Children make good progress because they are cared for in a warm, welcoming and inclusive environment. The comfortable and well-maintained surroundings help them successfully achieve as a result of the setting they are in. The furniture, toys and resources are clean and in very good condition, and supplies are plentiful. The majority are attractively presented to help babies and children reach them easily, supporting independent decision-making. Colourful displays children contribute to helps them feel valued and raises self-esteem. Children's confidence levels are high and they display a strong sense of belonging and security. For example, close relationships with adults are evident. Children make their needs known and are very familiar with the layout and the routine. They know where to store their outdoor shoes and where to find tissues when required. They understand that they will hurt themselves if they sit on a chair inappropriately and fall off, so are beginning to appreciate the consequence of their actions. Sometimes they take small tasks of responsibility, for instance, distributing the biscuits at snack time. This is an area for potential improvement, particularly with older children when they are serving themselves food at lunch time. Because children are well occupied, engaged and interested, their behaviour is exemplary.

Children's good health is effectively supported by nutritious, well-balanced meals and snacks that contain healthy options. The weekly menu is displayed for parents to see and meals are freshly produced on the premises. The setting has achieved the highest score as part of the Local Authority's Food Hygiene rating. Regular exercise outdoors or as part of walks and outings that take place support children's welfare and well-being and helps them understand their community and place in society. For instance, they visit the local shops, parks and playing fields, library and schools. Transition arrangements are very well organised and include familiarisation visits as children transfer through the setting, continuing into the school environment. All adults concerned with each child's development are well informed because staff at the setting record and track children's progress. This information is used extremely well to guide the setting's programme for learning, taking good account each child's interests and specific learning needs. Written

information is collated into individual child profiles accompanied by examples of work and photographs. This develops into a valuable account of each child's learning journey for their parents to treasure.

Activities, toys and resources successfully support children to develop a varied range of skills and benefit from rich and challenging experiences. For example, they use equipment that introduces them to everyday information and communication technology. Babies play with interactive toys that require them to press buttons, turn knobs or lift flaps. This inspires them to be curious and investigative. They experiment with shaving foam, sand and water. Older children use a range of tools very confidently, including scissors, pencils and a mouse and computer keyboard. They enjoy mixing colours with dry powder, paint and water and name the colours accurately. Puzzles, stacking rings, shape sorters and construction materials help children solve problems and they enjoy a challenge as they are overheard saying 'let's make it harder'. Children are very well supported to understand the world in which they live. For example, throughout the year they celebrate a range of traditional and cultural festivals, including Bonfire Night, Remembrance Sunday, Chinese New Year and Diwali. They have the opportunity to benefit by looking at some cultural celebrations in close detail. For example, they observe traditional Indian dress and taste authentic food.

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	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

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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