

# Birstall Rainbow Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	223193
<b>Inspection date</b>	07 December 2007
<b>Inspector</b>	Lynn Dent
<b>Setting Address</b>	68 - 74 Wanlip Lane, Birstall, Leicestershire, LE4 4GF
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<b>Registered person</b>	Susan Slipper
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Birstall Rainbow Nursery is one of four nurseries under private registration. It opened in 1989 and operates from three rooms in a single storey converted church. It is situated in Birstall in Leicestershire. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 98 children from six months to under five years on roll. Of these, 40 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Birstall. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 14 staff. Of these, nine hold appropriate early years qualifications and three are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children have a very clear understanding of how to promote and maintain a healthy lifestyle. They explain that they wash their hands or use hand cleaning gel to wash away germs and dirt because these can make their tummy poorly and they may have to go to hospital to be made better. Younger children are learning the importance of good hygiene as they show the inspector their hands and say 'Clean' after staff wipe them. All children understand why they need to wipe their nose and older children also clean their teeth. Children know that a healthy diet consists of fruit and vegetables that help them to 'Grow big and strong'. Routine cleaning of the premises, toys and equipment is carried out daily which results in children's good health being maintained. Staff maintain high levels of hygiene throughout the day by cleaning tables at snack times and the nappy changing area after use. They wear disposable gloves and aprons which are changed between children, this helps to ensure that the risk of germs spreading is minimal. Documentation shows that staff are trained in first aid and that children receive the appropriate care following accidents. Consequently, the risk of further injury is minimised and details are recorded and shared with parents. Clear procedures are implemented well for administering medication and managing illness, therefore, the risks to healthy children are minimised.

Regardless of the weather children are able to access the outdoor play area daily because the nursery provides Wellingtons, rain coats and umbrellas. Consequently, children enjoy playing in puddles and watching rain run down pieces of pipe. The outdoor environment is used effectively to promote children's physical development. As a result children can move around safely negotiating different surfaces for example, ramps, tarmac, artificial grass and steps. Children show good concentration and coordination as they climb steps and use a range of outdoor play equipment. Children show an awareness of space as they move carefully around their friends. Indoors children competently use a variety of tools to help promote their hand to eye coordination. For example, they use glue sticks to spread glue with accuracy and can manipulate the computer mouse and play dough. All children are developing the skills to use cutlery independently. Younger children use scoops to fill containers with sand and to press buttons on toys. Babies enjoy hammering pegs through holes and are becoming competent in crawling and walking. Furniture is solid and this helps them to pull themselves to standing. Therefore, their independence is promoted and all children participate in activities that reinforce and challenge their physical development.

The dietary needs of children are effectively met because staff work closely with parents to ensure they have clear information about this. Staff ensure that the nursery cook is informed of the dietary needs of the children attending each day. Consequently, they receive an appropriate alternative when required. This is shown as children are provided with sandwiches and a pudding without milk as alternative meals. Children receive a balanced diet because the setting is conscious in ensuring that they limit processed foods and the amount of salt and sugar in meals. Children enjoy their snacks of fruit or crackers and cheese. Older children are developing their independence as they choose when to have their snack and drink and make choices about what they wish to eat. Staff use meal times well to help children develop good table manners and the use of cutlery. Consequently, they develop skills for later life. Appropriate space is available for babies and toddlers to sleep in accordance with their routines from home. Consequently, these are met.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's pictures and attempts at writing are displayed on the wall and used in displays. As a result the environment is stimulating and meaningful to them. A range of materials and items hang from the ceiling and different areas of the rooms. Consequently, children are stimulated and feel comfortable. Children can safely access a good range of appealing resources as these are set out to entice them to play. Toys and resources are also stored at a children's height. Therefore, older children can independently access these to support and extend their play and learning.

Documentation shows that fire and electrical equipment are tested annually, safety data sheets are in place for resources and cleaning materials used in the setting are stored inaccessible to children. Consequently, these do not pose a risk to them. The staff implement comprehensive risk assessments of the premises, toys and outdoor play area, consequently, potential hazards are identified and the appropriate action is taken to ensure these are addressed. Accident records are checked monthly to identify and address any common causes. Therefore, the environment is safe and children can move assertively around their rooms and the outdoor play area. As a result they develop independence and confidence.

Children are effectively protected from unknown adults as access to the premises is secure and staff check identification and maintain an accurate record of all visitors. Consequently, they know who is on the premises at all times. Children's welfare is effectively protected because staff can clearly identify the indicators for abuse and neglect. For example, they explain these may be marks and unusual injuries, changes in behaviour or inappropriate comments or play. Details of injuries children receive outside the setting are recorded to give a clear picture of the children's welfare. A clear policy regarding reporting concerns to the Local Safeguarding Children Board is in place and staff are confident and clearly explain how to put this into practice.

Children learn how to keep themselves safe as they regularly practice the emergency evacuation procedure and follow the rules of the nursery. Staff gently remind children about safety as situations arise. This is shown as a small child climbs onto a chair, a member of staff reminds the child to sit on the chair so that she does not fall and hurt herself. Children learn how to cross the road safely as staff help them understand this when out on visits and walks in the local area.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children's individual needs are met because their key workers are effective in ensuring they have the relevant information about the children's care from parents. Younger children receive a good range of planned activities that promote their development and understanding. For example, children are playing with coloured ice, the staff talk to them about how it feels and what they need to do to keep warm. This activity is effectively extended as a play tent is transformed into an igloo and contains warm clothing for children to dress up. The 'Birth to three matters' framework is planned and implemented well for all children in this age range. However, some staff are unable to explain how everyday activities, such as sand, water and role play benefit the children. Therefore, the outcomes for younger children are not fully enhanced. Staff are effective in helping children to be observant and to develop an

understanding of simple games. For example, they are playing with a picture lotto game with staff who help them to identify similarities as they take turns to match the cards.

Babies receive lots of cuddles and sensory experiences which promotes their development well. Younger toddlers are developing a strong sense of self. This is shown as a toddler picks up a toy spider, places it on his head and looks at his reflection in a mirror and smiles to himself. Children play happily and chat or use early communication to interact with each other and are confident to approach staff. Staff treat children with kindness, as a result they learn to treat others in the same way. All children spend their time engaged in a wide range of interesting activities and experiences and have time to indulge in these and to extend or initiate their own play. Consequently, they develop confidence in their own abilities and develop at their own speed. All children are observed and have individual targets set for their development and learning. Consequently, these are achieved and children are progressing well.

## Nursery Education

Children are making good progress through the Foundation Stage of learning. Children have a good attitude to learning and are interested in the activities and learning experiences available. They develop positive relationships and play harmoniously with their peers. Children are competent in managing their personal needs and happily take some responsibility in the setting, for example, giving out cutlery at meal times. During activities children use language effectively to think and communicate their ideas. For example, whilst children are playing with the play dough a child explains that he is making round holes in the play dough with stickle stars. More able and older children can independently write their names, other children are writing the initial letter of their name. All children are drawing recognisable shapes and pictures and can explain what their marks mean. This is shown as a child explains that his name begins with 'M' and writes this on a piece of paper before drawing lines around the edge of the paper to make a box to draw his picture in. Children independently access books, handling them carefully and sharing these with their peers and staff. Some children can count accurately by rote. A more able child cuts out two bat shapes in the play dough and explains that if he makes one more then he will have three. However, staff do not make good use of daily routines to help all children to develop mathematical concepts. For example, solving simple problems, such as, counting how many children sit at the table or how many cups they need so that each child has their own. Children learn about the wider world in which they live as they care for the pet guinea-pigs, fish and stick insects. They are able to explain that they need to wear a waterproof coat and Wellingtons in wet weather. Some children are competent in using computers. More able children are happy to help their friends and explain what to do as they show them. Children are creative, they can access a wide range of resources and enjoy making cards and using materials to paint and make their own pictures. Children enjoy singing and playing instruments, consequently, they develop a sense of rhythm and can match actions to words.

The quality of teaching and learning is good. Staff have a clear knowledge and understanding of the 'Curriculum guidance for the foundation stage' and effectively use this to plan a broad and balanced range of the learning experiences. Consequently, all children are making good progress towards the early learning goals in the Foundation Stage. Staff use a range of teaching methods to help children learn with an emphasis on learning through play. This is shown as children are making snails in the play dough, the staff encourage older and more able children to think about which are long and short. Consequently, children are keen and involved in their learning in an enjoyable and stimulating way as a result they resist distractions. Comprehensive monitoring of the activities means that these are adapted to ensure that the learning aims are met. Staff regularly observe and record children's progress from their starting points. This

means that their achievements and the next steps in their learning are identified. Children's achievements are regularly shared with parents, consequently, they are kept well informed and become actively involved in their children's learning.

### **Helping children make a positive contribution**

The provision is good.

Children show good behaviour because staff are positive role models. Children understand the rules of the setting and willingly obey these. Consequently, there is a calm atmosphere in the setting and no unacceptable behaviour was observed during the inspection. Staff treat children with respect, as a result, children show this to their friends and peers. If unacceptable behaviour arises, staff can explain how they manage this using developmentally appropriate strategies, for example, they use discussion and direction to other activities. Children understand about the needs of others, therefore, they take turns and share resources as they chat happily during activities and play. Consequently, all children have fun as they play harmoniously alongside and with their friends. A toddler wants to play with a toy spider which another child is holding, staff remind him to be gentle. The child waits until his friend has put the spider down and plays with another toy before reaching for the spider. This shows that children are learning to be considerate and developing an understanding of sharing from an early age. Children have good self-esteem and confidence because they receive praise and encouragement from staff. A member of staff asks a child if she would like some toast. The child says 'Yes please'. Staff praise her for using the simple phrase for the first time.

Children's spiritual, moral, social and cultural development is fostered. The setting warmly welcomes all children who receive good care because experienced staff clearly understand how they can adapt activities and experiences according to the individual child's needs. For example, documentation and photographs show that specialist equipment is used and other professional agencies, such as, speech therapists and physiotherapists work with staff to identify and meet the needs of children with learning difficulties and/or disabilities. Consequently, all children receive effective support to reach their full potential and have equal access to the activities and experiences available. Children learn about the wider world because the setting celebrates a range of festivals and events throughout the year. Children go on visits in the local community and to places of interest. Visitors to the setting help to underpin what the children are learning, for example, they have visits from the police, Zoo lab and the fire service.

The partnership with parents and carers is good. Parents receive good information about the setting and the nursery education. Planning is displayed and parents have access to their children's records at any time. Ongoing newsletters keep the parents informed of the current learning themes. Staff provide a song sheet, books to read and offer other suggestions to enable parents to extend their children's learning at home. Written reports and parents' meetings are held to ensure that parents are aware of their children's achievements and next steps in their learning. Parents are actively encouraged to take home record books and to add their own comments and observations. Consequently, all parties are fully informed of the children's progress. Parents of younger children are kept well informed of their children's developmental progress through informal daily discussions, diaries and written reports. This is supported by detailed, up-to-date records of children's developmental achievements. Consequently, effective communication between all parties contributes to the children's well being as individual needs are identified and met.

## **Organisation**

The organisation is good.

Robust recruitment and procedures for ensuring all staff are suitable to work with children are in place. Staff receive a thorough induction which arms them with the necessary information and skills to successfully implement the nursery policies and procedures. Therefore, children's well-being and care are enhanced. The management show a commitment to supporting staff to continue their professional development. Consequently, children are well cared for by qualified and experienced staff. Staff express that they are happy to work in the setting and feel that the management offer good support and ongoing appraisals means that they can identify their own areas of strength and highlight further training requirements. All staff receive time to visit other settings to observe and learn about good practice which they try to implement in the setting. This shows that the management and staff are active in working towards promoting the outcomes for all children.

The operational plan works very well in practice. Comprehensive policies and procedures are successfully implemented and underpin the care of the children. Good organisation of the space, time and resources means that children can assertively move around the premises and can play, take part in activities and rest. Consequently, they are able to develop their play and learning in their own time and in accordance with their developmental stage supported by effective interaction from committed staff. Therefore, children feel safe and secure and are happy to be there. Staff work very closely as a team. They show commitment and dedication to enhancing children's care and development as they plan and effectively implement the 'Birth to three matters' framework. All required documentation is in place and regularly updated with parents. Confidentiality is maintained because personal information is stored securely and organised well. Therefore, information about the children is easily accessible to underpin their care.

Leadership and management is good. The 'Curriculum guidance for the foundation stage' is planned and implemented well to ensure that all children make good progress in their learning. Clear monitoring and assessment procedures means that children's achievements and the next steps in their learning are identified. The management work with staff to regularly assess the effectiveness of Foundation Stage of learning. Consequently, this means that the learning intentions for children are clear and achievable. The management are good role models for effective practice. Consequently, staff and children are motivated to achieve their full potential in an environment where every child matters. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the registered person agreed to ensure that safety harnesses are used in high and low chairs for younger children; improve safety of the outdoor play area when parents enter and leave the setting; provide a quiet place for babies to sleep and review the organisation of the room for older children. The registered person has taken the appropriate actions to meet the recommendations. Younger children wear restraints when sitting in chairs. An additional gate has been installed to prevent access to the outdoor play area. The baby room has a separate area for children to rest and sleep. The rooms used by the older children has been adapted to make one large room. Therefore, children's safety is enhanced and all children have suitable places to play, participate in activities and to rest or sleep.

At the last nursery education inspection the registered person agreed to improve planning to show learning intentions and use assessment and evaluation to inform future planning and set

targets for children; develop staff's understanding of the six areas of learning; increase opportunities for children to mark make and choose craft activities. The registered person has taken the appropriate actions to meet the recommendations. Planning and assessment procedures have been adapted. Staff have completed training in the Foundation Stage. Children have daily opportunities and access to materials that promote their mark making and creativity. Therefore, regular observations of the children and monitoring of the activities informs future planning and enables individual targets to be set for the children. Staff understand and can ensure that the learning intentions are met. Children can access resources that promote their creativity and mark making.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that the required the provider or Ofsted to take any action in order to meet the National standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all staff working with younger children are aware of the aims of everyday activities.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop opportunities for children to use mathematical concepts during everyday routines.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)