

# Rainbow House Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	322360
<b>Inspection date</b>	04 March 2008
<b>Inspector</b>	Elaine Murray
<b>Setting Address</b>	Arnot Street, County Road, Walton, Liverpool, L4 4ED
<b>Telephone number</b>	0151 530 1516
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<b>Registered person</b>	Rainbow House Limited
<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Rainbow House Nursery is a privately owned day nursery. It opened in 1995 and operates from three rooms in a converted former school building in Walton, Liverpool. A maximum of 38 children may attend the nursery at any one time. The nursery is open Monday to Friday from 07.45 until 17.30 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 53 children aged from birth to under eight years on roll, of whom 11 are in receipt of funding for nursery education. Children come from the local area.

The nursery employs 12 staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Staff plan a variety of opportunities to develop children's physical skills. As a result children are learning to enjoy exercise and develop control of their bodies. Children show confidence using wheeled toys and climbing equipment in the outdoor area. Younger children have regular visits to the local park to develop skills. Older children benefit from weekly physical exercise sessions with a visiting teacher to further promote their development. Staff have a sound understanding of the milestones for babies physical development. However, in the baby room there is no domestic style furniture to assist babies in developing mobility and continue normal life experiences.

Children show an awareness of simple hygiene procedures as they routinely wash their hands before snack and after using the toilet. The nursery's clear sickness policy is shared with parents and helps to protect children from the spread of infection. Several staff have up to date first aid training, helping to meet children's needs in the event of an accident or emergency. Children's health is protected as appropriate procedures are in place to care for children in the event of accident and emergency. However, accident records do not always include parents signatures. Staff follow clear procedures for the administration of medicine. Medicines are stored safely but are not always labelled, which has a negative effect on the protection of children's health.

Children learn about a healthy diet as they are provided with healthy and nutritious food which is home cooked, using fresh ingredients. Snacks and meals include plenty of fruit and vegetables. Older children develop an understanding of healthy eating through topic work. For example, they visit the greengrocer to buy the fruit to make fruit salad and take part in making fruit kebabs for snack. Drinking water is readily available for children at all times, helping to promote their good health. However, babies are not always held whilst bottle feeding, which has a negative effect on their well-being and sense of security.

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

The provision is inadequate.

There is no clear procedure in place to ensure that the outdoor area is checked on a daily basis. Hazards in the outdoor area which were identified at the last inspection are not included in the nursery's risk assessment, such as pot holes in the hard surfaced area and potential hazards from unidentified or prickly plants. This presents a risk to children's safety. The daily registers are not always completed with children's time of departure. This means that in the event of a fire or emergency there is not always an accurate record of children present, which puts children at risk.

Staff have a satisfactory knowledge of the procedures to follow in the event of suspicions of child abuse or neglect. However they do not have sufficient knowledge of the signs and symptoms of children at risk. This means that children are not protected.

Some safety procedures are in place to protect children from hazards or dangers. Staff make a daily safety check of the individual rooms, which is recorded. Children learn to protect their own safety as staff talk to them about why they must not run in nursery and remind them of safe procedures for using the staircase. Children learn to protect themselves in the event of a fire or emergency through regularly practising the fire evacuation procedure.

Children are cared for in an appropriately welcoming environment. Children's work is displayed and toys and equipment are visible and accessible. In each room there are displays of photographs of the children involved in activities. This helps to foster children's sense of security and belonging. Space is appropriately used as areas are provided for different purposes, for example, for children to look at books or be involved in activities, and pre-school children have a separate room for meal times. The range of toys and equipment is suitable for different ages and abilities, meeting children's needs appropriately.

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

The provision is satisfactory.

Staff establish positive relationships with children, helping them to feel settled and secure. Children are content. Staff interact well with children to sustain their interest, ensuring that they are occupied and involved. Babies are held and talked to. Their language developed well through repetition and encouragement. Staff make generally good use of the 'Birth to three matters' framework to guide their planning and practice. There are photographs of children displayed in the rooms, helping children to feel acknowledged and affirmed. Staff follow children's interests in planning of activities, helping to develop children's confidence and self-esteem. For example, children's interest in a television and book character who is a postman, led to staff setting up a post office role play area for children to use. Children enjoy learning to explore and investigate using their senses as they play with water, sand, paint and musical instruments. They happily explore treasure baskets of different materials. Children in the toddler room benefit from regular outings in the locality, for example, to the museum or park, broaden their experiences. In the toddler room, staff make regular observations of children's learning, which they are beginning to use to plan children's next steps. For children in the baby room, planning is more informal. Observations are less frequent and are not always used to inform children's next steps.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff have a generally good knowledge and understanding of the early learning goals and this is reflected in their teaching. They provide a sound range of interesting, practical activities which promote some effective learning. For example, children visit a Chinese restaurant as starting point for activities relating to Chinese New Year. Children show a keen interest in books and stories as they choose books to look at independently and listen attentively to stories. Staff promote this learning well, focusing on children's interest, in particular, series of books brought from home. Staff make good use of circle time to promote aspects of learning. For example, children develop counting skills and are introduced to ideas of simple addition and subtraction through singing number rhymes. This learning is developed well as, for example, some children stand at the front as the 'Five little ducks' and sit down as they are 'taken away' one at a time. Staff have a satisfactory understanding of children's capabilities. They have recently introduced a new system of planning based on children's individual interests. This system is being developed, but at present does not ensure that activities are adapted to meet the needs of older and more able children. Staff make regular observations of children's learning, some of which are used to inform children's next steps. However, assessment records do not give an overall picture of children's progress in the six areas of learning, which has a negative effect on their usefulness as a tool for future planning.

Children display positive relationships with each other. They happily share books and toy catalogues together, and cooperate well to complete a jigsaw. They concentrate well on play

dough and role play activities. Children make limited progress in developing personal independence as, for example, they do not put on their own aprons or set the table or pour their own drinks. Children learn to express their ideas as staff talk to them and value their opinions. Children learn to recognise letter sounds through planned activities, such as using flash cards. However, they have fewer chances to develop this learning in every day situations. Children enjoy using the writing table to write and make marks. Children learn to recognise shapes and simple patterns. They are beginning to use mathematical language as they talk about big and small jigsaw pieces. Children observe change as they take part in baking activities and observe the growth of plants. They develop a sense of place through regular outings in the locality, for example to a pet shop. Children learn to explore sound through regular use of a range of musical instruments. They also benefit from weekly lessons from a visiting music teacher. Children express their own ideas in creative work.

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

The provision is inadequate.

Staff are not aware of their responsibilities in the event of receiving a complaint. They have not kept a record of complaints, which is a breach of regulations. This has a negative effect on children's welfare and the partnership with parents.

Parents of younger children are informed about their child's daily activities and progress through use of a daily diary sheet. Information from parents about children's routines, interests and preferences are used appropriately to meet children's needs. Staff share information about children's progress informally through talks at the end of the session. This communication between parents and staff helps to promote children's welfare, care and learning.

All children are included in the activities provided and individual needs are appropriately met. This helps to promote their confidence and self-esteem. Children talk about their homes and families. Older children learn to value difference as they discuss photographs they have brought from home as part of a topic about families. They develop an awareness of different cultures and beliefs through topic work relating to festivals, such as Chinese New Year. Children develop an awareness of diversity and the wider community through a satisfactory range of resources that promote positive images. Children behave well due to staff's positive and consistent approach. They are familiar with the routines of nursery and respond well to praise and encouragement from staff. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children receiving nursery education is good. The recently introduced changes to methods of planning ensure that parents are effectively involved in their children's learning. Parents are regularly invited into nursery to discuss their child's interests and capabilities. Staff make use of this information to help to inform planning for individual children. At the meetings parents are informed about their child's progress in learning and encouraged to develop aspects of learning at home. Parents receive a sound level of information about the foundation stage through displays of photographs, demonstrating activities in the six areas of learning. They are also able to access a video giving more information.

### **Organisation**

The organisation is inadequate.

Systems for completing the attendance register, assessing the risks to children's safety, and staff knowledge and understanding regarding child protection and the complaint procedure, do not ensure that regulations are met and children's safety and welfare is ensured.

Staffing levels are organised so that they are within the required ratios at all times and that children have an appropriate level of attention and support. However, arrangements for staffing in the baby room mean that there are sometimes a number of different adults caring for the babies during the course of a week. This has a negative effect on children's welfare and learning. Most staff hold relevant qualifications, which has a beneficial effect on children's learning and welfare. Appropriate recruitment and vetting procedures are in place, helping to ensure that staff are suitably qualified and checks are carried out. The required policies and procedures are in place, although the complaints policy has not been updated in line with current legislation.

The leadership and management of the nursery education is satisfactory. The pre-school room supervisor provides positive direction to staff. Roles are clear and staff work appropriately together to teach. An informal system is in place to monitor planning and children's progress in learning. A suitable range of activities is provided for children. However, this system is not fully effective in ensuring that children receive a balanced range of activities and that areas for improvement are identified. The managers seek and act upon advice from the early year partnership regarding improvements, for example, planning. There is a commitment to extending staff knowledge through attending regular training courses. This approach has a positive effect on the quality of children's learning.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting was required to ensure that any unchecked staff are supervised when working with children; that unregistered out of school care is not provided; that children's safety when using the upstairs hall is ensured, and that staff awareness of behaviour management strategies is developed. The setting was also required to make improvements to: procedures for the administration and recording of medication; the confidentiality of accident records; staff knowledge of hygienic practices and storage of toothbrushes; the cleanliness of the premises; the contents of the first aid box; children's safety with regard to radiators; staff knowledge about developing children's learning in the Foundation Stage and language development, and the level of resources for children to learn about information and communication technology.

These requirements have been met with positive effect on children's safety, welfare and learning.

The nursery was also required to review the procedures for storing medication and conduct a risk assessment of the outdoor area and plants which are accessible to children. These requirements remain as areas for improvement.

For children receiving nursery education, the nursery was required to improve the system for monitoring the educational provision, and make improvements to planning and use of assessment. Some improvements have been made to planning, however, these recommendations remain as areas for development.

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

Since the last inspection there have been no complaints made to Ofsted that 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- assess the risks to children in relation to the small outdoor play area and take action to minimise these
- ensure that all staff are aware of the possible signs and symptoms of children at risk
- improve staff knowledge and understanding of the regulations regarding complaints, and keep a record of complaints relating to the National Standards and any action taken
- ensure that registers record children's hours of attendance.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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):

- develop planning to ensure activities provide challenge for older and more able children, and that there are sufficient opportunities for children to learn to be independent and learn letter sounds through everyday activities
- develop the system of assessment to provide a clear picture of children's progress and ensure that it is a useful tool for future planning
- develop the system for monitoring and evaluating the educational provision to ensure that children receive a balanced range of activities and that areas for improvement are identified.

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