

Rainbow House Nursery

Inspection report for early years provision

Unique reference number 322360
Inspection date 20/01/2009
Inspector Ron Goldsmith

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Rainbow House Nursery is a privately owned day nursery. It opened in 1994 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 to 17.30 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 47 children aged from birth to under eight years on roll, of whom 11 are in receipt of funding for nursery education. Children attend from the local area. The nursery employs 12 staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are cared for in a safe, secure and friendly environment and they are happy and settled. Each child is known well by staff which enables them to be included effectively and to feel part of the group. Children enjoy their play, but effective tracking systems are not currently in place to ensure that each child reaches their full learning potential. There are strong partnerships with parents, however, links with other childcare providers who may share responsibility for the children attending are not yet fully in place.

What steps need to be taken to improve provision further?

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

- continue to devise an effective system for evaluating the provision in order to identify and address any weaknesses and to bring about continuous improvement
- continue to develop a process to track children's individual progress in all areas of learning
- further develop inclusive practice by strengthening the commitment to working with other agencies to support children's ongoing learning and development.

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

- maintain an accurate register of children's attendance at all times (Safeguarding and welfare).

31/01/2009

The leadership and management of the early years provision

The provision uses feedback from parents and discussion with staff to monitor and evaluate the quality of care and education offered although this is not sufficient to

identify key areas for development. For example, the process to track children's individual progress in all areas of learning is not robust and attendance registers do not accurately reflect children attending. Staff work well together and they are appropriately supported through induction, appraisal and training to gain further knowledge.

Effective recruitment procedures are in place to ensure the suitability of staff working with the children. Staff take appropriate steps to protect children, for example, staff are vigilant as they continually monitor the entrance to the nursery play area, visitors are asked to sign the record book and risk assessments are undertaken. Policies and procedures are in place to protect children from harm and the staff have secure knowledge of the appropriate procedures to follow, including the procedure to follow if an allegation of abuse is made against a member of staff.

The setting has developed an effective partnership with parents to help the staff in meeting children's individual needs. Effective settling in procedures ensure that children feel safe and secure, which enable parents to feel reassured. Parents are provided with written information about how the setting operates and receive information about the Early Years Foundation Stage. The setting's open door policy enables parents to exchange information on a daily basis with their child's key worker.

Children of all ages settle well at the nursery and develop good relationships with staff. They behave well and generally enjoy a balanced programme of free play and planned activities both indoors and outside that satisfactorily supports their welfare, learning and development. However, the links with other agencies who care for children are not yet sufficiently strong enough to support and extend learning and development.

Most of the areas for improvement agreed at the last inspection have been resolved. A safeguarding co-ordinator has been appointed and staff trained in safeguarding procedures; the small outdoor play area has been made safe; records of attendance are maintained in individual rooms and staff reminded to be vigilant. However, on the day of inspection one register was observed as inaccurate. A complaints procedure has been modified and a complaints log established which staff are familiar with. In nursery education the setting are able to demonstrate that activities for older and more able children are differentiated to provide more challenging activities and individual assessment shows what children have achieved and the next steps for learning. However, this does not clearly map their progress in all areas of learning.

The quality and standards of the early years provision

Children are appropriately supported as they learn through play and are making satisfactory progress in their development. Overall, staff have a sound knowledge and understanding of the EYFS and this enables children to be engaged in a range of adult-led and child-initiated activities to develop their learning. Staff actively participate in activities but at times miss opportunities to extend children's learning

through effective communication. For example, during the water and sand play activity the staff do not always extend children's creative thinking and vocabulary by including discussions on elements, such as texture and consistency. Most staff talk to the children about what they are doing, however, they do not always ask open ended questions to encourage children to think for themselves.

All staff make observations of children and use these to help establish the next steps in children's learning. However, this process is not yet fully effective because staff do not plot children's overall progress in all areas of learning. Staff use information gained through observations and from parents about children's likes and dislikes to influence their planning of the activities. The nursery rooms are organised and encourage children to become independent and move freely from one area to another. Children confidently choose what to play with from the range of activities set out and select additional resources to develop their play and ideas.

Children have opportunities to learn about a healthy lifestyle, for example, they regularly take part in physical activities, such as music and movement and they make use of the outdoor play area. Children are beginning to understand the importance of healthy eating and the effect it has on their bodies. They enjoy a range of nutritious and freshly cooked meals and snacks which include fresh fruit and vegetables. Older children can independently access fresh drinking water throughout the day to enable re-hydration. Specific dietary needs are adhered to, and first aid and medication procedures are effective, all of which protects children and keeps them safe. Children play in a safe environment due to effective risk assessments and satisfactory hygiene procedures. They are reminded by staff to walk and not run indoors, staff explain the reasons why, which enables children to learn about keeping safe.

Children play together well. Staff manage minor disagreements appropriately to support children's understanding of right and wrong. Children are gaining confidence and independence as they dress themselves to go outside to play or make choices from the suitable resources available at low level. Children independently pour out paint from containers onto a pallet, painting with concentration, saying to staff, 'these are roads'. They build sandcastles and independently operate the computer, using the mouse with good control for a desired effect. Some children dress as tigers or snakes as they participate in the jungle theme which the setting have developed and staff praise children's efforts and achievements during the activities. This enables them to support their learning in a suitable environment. Children's self-esteem is promoted, for example, they can see photos of themselves taking part in activities and their work is displayed to enable them to show their parents and their friends.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.

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