



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 322360

DfES Number: 511381

INSPECTION DETAILS

Inspection Date 06/04/2004
Inspector Name Linda McLarty

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow House Nursery
Setting Address Arnot Street
 County Road
 Walton
 Liverpool
 L4 4ED

REGISTERED PROVIDER DETAILS

Name Alison McKenna

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rainbow House Day Nursery opened in 1995. It operates from three rooms in a converted former school building within two miles of the city centre within a popular shopping area. The day nursery serves the local area.

There are currently 56 children from birth to five years on roll. This includes 12 funded three year olds and five funded four year olds. Children attend for a variety of sessions. Two children have special needs and the group can support children who speak English as an additional language, although none attend at present.

The group opens five days a week all year round. Sessions are from 7.45 am until 5.30 pm.

Eight full time and five part time staff work with the children. Nine have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher/mentor from the Early Years Development and Childcare partnership (EYDCP.)

How good is the Day Care?

Rainbow House Day Nursery provides satisfactory care for children and is meeting most of the National Standards. Staff and management have clearly understood roles and responsibilities and there are effective induction procedures in place, and students clearly benefit from this. Staff are encouraged to access training in early years issues to improve the quality of their practice. Most policies and procedures are in place, although not always implemented well in practice. Management knowledge of the National Standards is insecure, and unvetted staff sometimes work with children without being supervised by fully checked staff. After school provision is provided, although at the time of the inspection, the setting is not registered for this type of care.

The quality of care throughout is generally satisfactory, however, the self-esteem of older children is not fostered well by some staff, who do not consistently practice

positive behaviour management. Children have access to a range of attractive resources but some staff lack knowledge of how to use these well to promote children's learning. Some age groups have periods of unproductive time spent passively waiting.

Some staff do not promote good hygiene practices with the children, and the risk assessment procedure does not effectively identify or address some significant health and safety risks. The vision panels are often obscured, reducing the effectiveness of monitoring of the practice, and is especially important as sometimes the children are cared for by unvetted staff.

The partnership with parents and carers is generally good. Management and staff work hard to foster strong home-nursery links which have beneficial effects upon the children's care and learning. Information is exchanged informally but effectively on a daily basis. Good use is made of photographic displays lined to the areas of learning to help parents understand what their child is doing in nursery.

What has improved since the last inspection?

In the previous inspection the setting was required to establish a procedure for uncollected children and to establish a record of visitors. This has been done.

They were also required to update the complaints procedure to include Ofsted as the regulatory body and although the complaints procedure included in the "Admissions form" now gives Ofsted's contact telephone number it does not include Ofsted's contact address, and this has been carried over as a recommendation from this inspection.

What is being done well?

- The resources for all age groups are generally good, especially for babies, with some good quality musical instruments and resources which reflect a diverse society.
- The setting has well organised storage both indoors and outside.
- Staff are committed to fostering good links with parents, and use displays and informal communication well to keep them informed of activities provided.

What needs to be improved?

- the systems to ensure that unvetted staff always supervised by fully checked staff
- the arrangements to ensure that children are never left unsupervised in the hall and arrangements to make sure that the gate at the top of the stairs in the hall is completely childproof
- the arrangements to ensure that risk assessment identifies and addresses all health and safety hazards such as cracked window panes, flaking paint and

dirty window ledges, the loose bricks to the outside wall of the building in the hard surface play area, tripping hazards in both play areas, the placement of the climbing frame directly under the washing line, the brambles in the child height planter, sockets without blanking plugs in pre-school toilets and pre-school landing

- the arrangements to ensure that vision panels are not obscured so that monitoring and evaluation of practice can be improved
- the systems for securing written parental consent prior to administering all medication, and written parental acknowledgement of medication administered, and systems for the storage of medication
- the knowledge and understanding of some staff of how to promote good hygiene practices regarding hand washing , when cooking with children, storing and serving food prepared by children, and storing toothbrushes
- the system for recording accidents and incidents in order to maintain confidentiality of information
- the way staff implement the behaviour management policy so that all staff consistently model courteous behaviour and do not raise their voice to children unnecessarily
- the arrangements to ensure that staff identify all children with possible special needs and support them appropriately in accordance to the revised Code of Practice
- the arrangements to ensure that Ofsted's contact address is included in the complaints procedure.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
1	Ensure that unvetted staff awaiting police clearance are supervised by fully checked staff when working with children at all times.	26/04/2004

1	Ensure that the conditions of registration are known and understood by management and staff, so that unregistered out of school care is not provided.	26/04/2004
6	Make sure that children are supervised in the hall at all times, and that the safety gate at the top of the stairs is not able to be opened by children.	26/04/2004
7	Keep a written record, signed by parents, of all medicines given to all children.	26/04/2004
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development	26/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
4	Make sure that all areas used for day care, are kept clean and well maintained.
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks both indoors and outside and address all identified risks.
6	Make sure that poisonous plants (or other potential hazards) are inaccessible to the children
6	Make sure all radiator guards are securely fixed to the wall.
7	Improve staff knowledge of how to ensure good hygiene practices are in place regarding hand washing, and how to organise group cooking activities and storage and serving of food prepared by children to reduce the risk of cross infection.
7	Review the arrangements for the storage of toothbrushes to minimise the risk of cross infection.
7	Revise the practice of recording multiple entries per page on the accident records, to ensure confidentiality of information, and include more details about what happened, when, where and what treatment was given.
7	Review the ways medicine is stored, so that all medicines are appropriately labelled and out of date medicines discarded.
7	Review the checklist in the first aid box to ensure that the contents are checked against a list approved by an approved first aid trainer.
7	Review the practice of administering non-prescribed medication without specific parental consent.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Provision for nursery education at Rainbow House Nursery is acceptable, but has significant areas for improvement. Children make generally good progress in creative and physical development, but some significant weaknesses limit their progress in the other four areas of learning.

Teaching has significant weaknesses. Children are not consistently occupied, and time is often wasted. Children's behaviour is generally good, but the behaviour management strategies of the staff which includes frequently using raised voices to children, is not helping children's self esteem or understanding of why certain behaviours are unacceptable. Staff frequently discourage children's comments, questions and conversations, which is limiting their language development, and their progress towards being confident, curious learners. Planning is weak, with no system in place of ensuring that the full range of stepping stones towards the goals is being worked towards, and no clear guidance about what children are expected to do each day. The link between making assessments and planning the children's next steps is yet to be established.

Leadership and management has significant weaknesses. Monitoring and evaluating of the educational provision is poor, and significant weaknesses in the overall education provision have not been identified. Leadership and management encourage staff to access training in early years issues, and accept input from the EYDCP advisory service.

Partnership with parents is generally good and contributes to the children's progress. Staff relate warmly to parents and carers, and information is exchanged informally each day. Staff maintain records of children's progress which parents can access on request. Although there is limited written information about the educational programme, the notice board on the stairs is used well to show parents photographs of the children engaged in various activities, with explanatory text linked to the areas of learning.

What is being done well?

- the children enjoy weekly movement to music sessions from an external teacher, in which they learn about rhythm, loud and soft, fast and slow sounds and listen to a range of music
- the children have daily opportunities to play outside
- the children know many names and sounds of letters of the alphabet
- the parents are made welcome, and staff try hard to foster good home/nursery links
- the children are developing a strong sense of time.

What needs to be improved?

- The way some staff control children by using raised voices, and do not consistently model courteous behaviour to the children, and ignore their questions and comments, which is not helping children gain self-esteem, make progress in their language skills or become inquisitive learners.
- The way staff organise the routine so that children are not spending long periods waiting quietly with nothing to do.
- The way staff engage with children during activities, to enable children to learn through active play, with sensitive, open-ended questions which enhance their learning.
- The monitoring of the educational provision, so that management can evaluate more effectively, and identify and address weaknesses such as the way staff support children's learning, organise group activities and model courteous and kind behaviour.
- The way staff plan and assess, so that adults know what children are expected to do each day, and what the learning intentions are, and so that assessments are used to identify gaps and systematically plan the next steps.
- The resources for helping children to learn about the uses of information and communication technology and use programmable toys to support their learning.
- The resources to promote the children's progress in climbing and balancing skills.

What has improved since the last inspection?

The setting has made generally good progress in addressing the key issues from the previous inspection, with beneficial effects upon the children's progress. They were required to review the provision for books to ensure that children have more independent access to good quality children's literature, and identify and implement opportunities for children to recognise and read familiar words. This has been addressed generally well, and children now have regular outings to the library to supplement the books, and although the range of books made available to children in the bookcase is still rather limited, they are supplemented well by library books, and children access the book case independently, and have been encouraged to recognise simple words such as their own names.

The setting was also required to provide parents and carers with more detailed information about the six areas of learning and the desirable outcomes. This had also been a key issue in the first inspection, and has partially addressed, in that the staff have made displays of photographs of children doing activities to promote the six areas of learning, and these are displayed on a notice board as parents go upstairs to the Kindergarten room and within the room used by pre-school children. The text underneath helps parents to see how activities promote the children's progress in the areas of learning. Planning is also displayed in the room for parents'

information. Parents still do not receive much written information about the educational programme, and some of this refers rather misleadingly to the "six main learning goals" but staff say that they discuss the educational provision orally with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

The children are learning practical skills and developing independence. They are not being encouraged to develop a curious, enquiring attitude to learning. They are not treated with consistent kindness and courtesy by all members of staff, and children behave well despite the lack of positive behaviour management. The children's educational progress is limited by not consistently being engaged in productive play and learning experiences, and time is sometimes wasted doing nothing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

The children can name the sounds of many letters of the alphabet, and can recognise and spell their own name. Staff do not always model accurate speech, and some staff do not question children well, or help them to use language to express their thoughts. The staff practice of frequently quietening children and not allowing them to chat socially to one another during group activities, snack and mealtimes is limiting the progress children make using language for thinking and communication.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to identify shapes, and to recognise simple patterns such as stripes. Jigsaws and dominoes help them learn about number and matching. There are insufficient opportunities for children to practice their emerging mathematical knowledge to solve simple problems, to count, to compare position, size and quantity. Staff lack knowledge of how to promote this area of learning through practical play experiences such as cooking, in which children have minimal involvement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children can build and assemble using a selection of construction sets and materials, and daily chanting of the days of the week helps them learn about time. There are insufficient resources to help children learn about the uses of information and communication technology. The children are not encouraged to ask questions, and this is limiting their progress in investigating and exploring objects and materials, and staff themselves do not model a curious attitude to learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have daily opportunities to play outside, but outdoor play is not actively planned to help children make progress in their physical skills. The children move in various ways during the weekly movement to music session, but their progress in climbing and balancing is restricted by the lack of suitably challenging equipment. Staff miss opportunities to teach about health and bodily awareness during cooking and some physical activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are learning about fast and slow, loud and soft sound, and movement to music during the weekly music session taught by a peripatetic music teacher. Staff do not question well, or respond to children's comments in ways which encourage children to discuss their responses to a variety of media and materials. Staff do not encourage children to use their imagination during role play or tactile play. Children enjoy stories and have access to a good range of quality percussion instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the way staff interact with children to help staff manage behaviour positively, in ways which encourage children's self-esteem and develop and maintain positive attitudes to learning
- improve staff knowledge of how young children learn through exploration and investigation and solving problems so that staff know how to make play experiences interesting with sensitive open-ended questions and vocabulary to help children think, and so that they increase the amount of time that children are productively occupied in purposeful play activities
- improve the way staff encourage children to use language to communicate their ideas and responses
- improve the monitoring of the educational provision, so that management can evaluate more effectively, and identify and address weaknesses such as the way staff support children's learning, organise group activities and model courteous and kind behaviour
- improve the way staff plan and assess, so that adults know what children are expected to do each day, and what the learning intentions are, and so that assessments are used to identify gaps and systematically plan the next steps for children's learning
- improve the resources for helping children to learn about the uses of information and communication technology and use programmable toys to support their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.