

Rainbow House Private Day Nursery

Inspection report for early years provision

Unique reference number	EY217910
Inspection date	05/05/2011
Inspector	Helene Terry
Setting address	29 Common Road, Low Moor, Bradford, West Yorkshire, BD12 0TN
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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Rainbow House Private Day Nursery was registered in 2002. It is privately owned and operates from five play areas within a converted building in the Low Moor area of Bradford, West Yorkshire. The setting is open each weekday all year round from 7am to 6pm. All children have access to the outdoor play areas. A maximum of 88 children may attend the setting at any one time, of whom no more than 80 may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 131 children aged from eight months to nine years on roll. Of these, 45 children receive funding for nursery education. The setting serves the local community and surrounding areas and supports children with special educational needs and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions throughout the week.

The setting employs 23 staff, most of whom have early years qualifications. Four staff are currently working towards qualifications. The setting receives support from a teacher and they are part of the National Day Nursery Association's quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

The nursery offers a happy environment where children are supported by caring adults. Children are making good progress in their learning and development, given their starting points. Staff work well with parents and carers, providing suitable opportunities for parents to be involved in their children's learning and for influencing provision. The uniqueness of each child is fully recognised and supported very well. Planning for securing improvement and the process for self-evaluation is good; as a result, the setting shows a good capacity to continually improve

What steps need to be taken to improve provision further?

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

- develop systems which offer parents support for extending children's learning at home
- ensure that the risk assessments cover anything with which a child may come into contact and are robustly implemented.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding children procedures, including possible symptoms of abuse and how to report concerns. Recruitment and vetting systems within the setting are robust and, as a result, children are well protected. Children play and learn in a safe and secure environment as staff carry out generally good risk assessments, both indoors and outdoors. However, a lapse in checking one room before children arrived meant that an electrical socket was left unprotected. All mandatory documentation is in place, well maintained and stored securely for confidentiality. The staff team are well qualified, have a secure understanding of their role and work well together so that the day runs smoothly. The key person system is effective in supporting children's welfare, learning and development as children are able to form a strong attachment to the adults, helping them feel safe and secure.

Resources are used well and, as a result, children's progress is good. The environment is stimulating and the outdoor area is well resourced. Adults are very well deployed and know children well. Inclusive practice is strong within the setting. There are very good systems in place for identifying and supporting children with special educational needs and/or disabilities. Staff work well with parents and other agencies to support children and enable them to reach their full potential. Space is made available to enable children with movement aids to reach all the activities and a stair lift has recently been installed to allow children to move easily between indoors and outdoors.

Children have plenty of opportunities to learn about the diverse world in which they live. They see positive images of people's differences through posters, books and resources. The nursery works well in partnership with parents and carers. Parents are given good information about the setting, such as, access to the website, regular newsletters and notice boards, and they can view the policies and procedures. Parents are welcome to talk with the staff at any time and have regular access to their child's development records, in which they are encouraged to record their own comments. However, parents do not currently receive clear information on how to extend their children's learning at home. Parents indicate that they are very happy with the care their children receive and value a number of features, such as a warm, welcoming atmosphere and approachable, caring staff. The nursery works alongside other settings and agencies, for example, when a child transfers to school, they work together to ease the transition. This makes a positive contribution to the children's well-being.

The manager and staff are enthusiastic and motivated to improve the nursery. Their self-evaluation shows a good, realistic understanding of their strengths and areas for future development that will promote outcomes for the children. Parents' views about the setting are obtained through discussions and questionnaires. Staff respond to feedback positively. There are also 'wow boards' displayed for parents and staff to add further comments to enhance practice within the setting. Since the last inspection, the setting has improved in a number of ways. These include an enhanced outdoor play area and facilities to make the environment more

inclusive, such as a stair lift and a universal bathroom. The recommendations raised at the last inspection have also been addressed, promoting the outcomes for the children well.

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

Children are motivated and engaged in a range of interesting and stimulating play and learning opportunities. They are curious, chatty and keen to take part in activities. Staff provide good levels of support and involve themselves fully, and this promotes children's confidence in their own abilities. Staff are on hand when needed and demonstrate clearly that they know children really well, and children's emotional needs are effectively supported. For example, children needing additional support when not feeling well are cuddled and read to. Children play well together and good relationships are evident between the children and the staff. Children often seek out their friends to join them in their play. They are confident to talk to visiting adults and are keen to talk to the inspector and ask what she is doing.

Staff plan activities that are flexible, responding to children's individual interests, starting points and capabilities. They observe and assess children's progress and identify the next steps in their learning. Staff use spontaneous activities well to extend learning. For example, when a ladybird flies into the playroom children are encouraged to examine it using the magnifying glasses and they engage in conversation about its appearance and what it eats, developing an interest in living things.

Children show lots of imagination and creativity within their play, both indoors and outdoors. They build large constructions from boxes, tubes and pieces of wood then turn it into a game by seeing if they can roll a ball down the steps and under an arch they have created. This produces much excitement at their achievements. Mark making equipment is incorporated into many areas, including outdoors, to develop children's interest in simple writing skills. Pre-school children are developing literacy skills well. They recognise their own name cards and the sounds of letters of the alphabet. Children also enjoy familiar stories and rhymes, both as a group and individually. Toddlers enjoy making marks on paper with paint using their hands and brushes. They delight of the feel on their hands and creatively experiment, mixing the colours and textures.

Children have good access to information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. They explore the different programmes on the computer using the mouse to make changes and toddlers enjoy pressing buttons on the different activity toys to investigate what happens. Children also enjoy exploring different materials in the treasure baskets and take part in lots of sensory activities, such as playing with foam, gloop, sand and water. They learn about shapes and numbers through activities and songs and enjoy filling and emptying containers in the water tray as they learn about quantity. Children are learning well about healthy lifestyles. They have good opportunities to play in the well-resourced

outdoor areas and develop their physical skills while playing in the fresh air. Children enjoy healthy snacks and home-cooked lunches to introduce them to different foods and a good variety of fresh vegetables. They are involved in the routine at mealtimes, for example, pre-school children serve themselves and make choices of what to eat.

Children's behaviour throughout the nursery is good. Staff speak quietly and calmly with the young children. Lots of praise and encouragement enables the younger children to learn right from wrong. Older children begin to negotiate with others, with staff offering sensitive support when needed.

Children learn about safety and risk taking, with staff giving clear explanations about the consequences of their actions. They take part in the regular fire drills and on outings learn how to cross roads safely. Children show their understanding of safety through their play; for example, when they ride the bikes they put on the safety helmets and talk about using them so that they do not hurt their heads.

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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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