

# Rainbows Day Nursery Ltd

Rainbow Children's Centre, St. Marys C of E Primary School, Stoney Lane, KIDDERMINSTER, Worcestershire, DY10 2LX

## Inspection date

Previous inspection date

18/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Babies and older children are confident, purposeful learners who make good progress. They enjoy a wide range of rewarding activities planned by staff who have a good knowledge of each child's interests and next steps.
- The premises are welcoming, well maintained and safe, and additional systems are in place to further ensure children's safety.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- The nursery has positive relationships with parents and other providers, ensuring good information sharing about children's care, learning and development, and this helps to make a smooth transitions for children as they move within the pre-school and when they go to school.

### It is not yet outstanding because

- There is capacity to further develop the quality of staff's interactions with toddlers and pre-school children so they consistently follow up children's next steps during activities and routines.
- The learning and exploratory aspects of the outdoor environment are not yet fully optimised to give children opportunities to investigate the natural world, with particular regard to planting and growing.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector talked to children and staff, and also held a meeting with the owner and manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.

## Inspector

Patricia Dawes

## Full Report

### Information about the setting

Rainbows Day Nursery Ltd was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a primary school in Kidderminster and is managed by privately owned company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from two rooms in a purpose-built unit and there is a fully enclosed outdoor area for outdoor play. There is disabled access. The nursery has links with the school, children's centre and local authority.

The nursery employs 10 members of child care staff, all of whom hold appropriate early years qualifications at levels 2 and 3. One member of staff holds a qualification at degree level.

The nursery opens Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- improve staff's interactions with toddlers and pre-school children in order to more rigorously follow up each child's learning priorities during activities and routines
- maximise use of the outdoor learning environment to allow children opportunities to investigate the natural world, with particular regard to planting and growing

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn and develop. They have updated their knowledge in line with the revised Statutory Framework for the Early Years Foundation Stage and adapted their systems for observing children's progress. Staff liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. Staff follow this on with a regular exchange of information with parents regarding children's learning and development, which helps to ensure they

continue to support their children's learning at home. Transition between rooms is well managed, with children's assessments following through with them. Regular spontaneous and photographic observations that staff complete capture significant moments as well as more detailed observations. These are reviewed routinely to assess children's progress and to identify the next steps in their learning. Staff in each of the rooms discuss their observations and share their planning so all are involved and knowledgeable about how to support each child. Staff who work with babies confidently use their observations and assessments to plan and organise activities, resources and their support to help children consolidate and build on their identified next steps. During activities, most staff effectively foster older toddlers' and pre-school children's skills, such as sharing and turn taking, but some staff, on occasion, lack the confidence to follow up other individual learning priorities. As a result, some activities for these children are not as well targeted or as challenging as they could be.

Staff members join children in their play throughout the day, readily conversing with them to stimulate children's interest and foster their developing language skills. Children with English as an additional language are supported through the setting's effective use of visual aids in their home language and support given to staff by parents. Regular singing of nursery rhymes and songs as they tidy away toys or wait for meal times captures children's interest. Staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking. Staff are relaxed and supportive of children and know them well. Children are encouraged by the staff to share toys and play together to promote their social skills in preparation for later transition to nursery and school. Staff regularly take small groups of their key children to a quiet area where they share in a particular activity and can more closely observe their engagement and assess their progress. All children have good opportunities to spend time outdoors in the fresh air to promote their physical skills on the larger equipment. However, the learning opportunities for outdoor play are not fully optimised to give children rich opportunities to explore and investigate the natural world. Children engage in imaginative play in the role play area, make music and explore the different sounds of instruments during circle time.

The learning environment is bright and inviting, and all children have easy access to a wide range of resources, both inside and outside, which follow their interests and engage them. Children's artwork is displayed around the rooms and accessible resources enable them to confidently make their own choices. Children are encouraged to freely explore their environment and initiate their own play. Babies hunt for toys in trays filled with oats, examine themselves in the mirrors, watch the changing pictures on the walls or explore the varied contents of the treasure baskets. Older children enjoy making hedgehogs using play dough and coloured sticks or happily use their imagination to create their own home environment looking after the 'babies' or 'doing the ironing'. There are different resources and games for encouraging number and shape recognition as children concentrate while they build towers, match colours or count the balls during an impromptu game outdoors. Staff talk to children about the newly formed ice on the bottom of the slide, promoting their understanding of concept of liquids and solids. The children then thoroughly enjoy using hammers to smash the ice.

### **The contribution of the early years provision to the well-being of children**

Children settle well into the nursery, which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Individual routines are displayed in the baby room, and staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. Most older children are very sociable and independent, and confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over excited or challenging. Throughout the nursery, children are supported in their social skills so they learn how to play together, share toys and take turns. Older children competently pour drinks and serve themselves food and snacks, with staff on hand to offer support.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. Healthy eating has a high focus at this nursery, where children enjoy a very nutritious and varied menu and daily healthy snacks. They all have access to their individual water bottles during the day. Children are learning to play safely through regular reminders from staff, and respond well to clear guidelines as they independently take themselves to the toilet, use tools, such as scissors, or take their daily trips along the corridor to school for lunch. Play activities throughout the day, such as using the climbing equipment outdoors or enthusiastic participation in physical activities in the hall, provide opportunities for exercising limbs and having fun.

### **The effectiveness of the leadership and management of the early years provision**

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. Safeguarding features highly in induction and at the regular staff meetings, and all staff have attended external training. All necessary information is displayed in each room as well as a very informative display on the parents' notice board. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists, support and ensure that good standards of health and safety are maintained, both indoors and outdoors. There are robust recruitment and selection processes in place to ensure the suitability of the staff. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed, and new targets are set. Management show they value their staff and encourage them to share their views and opinions openly in an

environment of trust and respect. Regular supervision sessions where staff practice is evaluated are carried out to identify strengths and areas for development, as well as training to be sourced.

The leadership and management of the nursery is strong. The owner has a positive vision for providing a high quality service and she is fully committed to reflective practice and engaging the views of staff and parents to achieve this. The management team carry out regular monitoring of the educational programme to offer support and guidance. An open-door policy provides opportunities for staff and parents to consult with them at any time. There are regular and effective methods for reviewing practice overall through internal audits and external reviews. These systems clearly identify the strengths and weaknesses of the provision to enable the nursery to continue to move forwards on their journey towards excellence. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is strong and they comment on the positive support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussions with staff. They are kept informed of children's daily progress through regular feedback from staff and by sharing the children's learning journals. Staff understand and work in partnership with other professionals and settings children attend to support their transitions and to promote continuity in their care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY453698
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	884829
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Rainbows Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01562 740334

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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