

Rainbow Day Nursery School

14 Kingland Road, POOLE, Dorset, BH15 1TP

Inspection date	24/04/2013
Previous inspection date	20/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children build strong relationships with staff and other children. They are warmly welcomed into the nursery by staff.
- The management team are enthusiastic, motivated and inspire staff. They play an active part and role model good practice.
- There are good systems to monitor and evaluate the provision and involve parents and children in the process.
- The sensory room provides an excellent opportunity for children to explore and investigate a wide range of equipment.

It is not yet outstanding because

- Babies and toddlers do not always have the opportunity to choose to use the outdoor area.
- Children are not always supported to write their own names independently on their creative work.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager in the baby room.
- The inspector observed staff and children in the play rooms and outdoor area and spoke to staff at different times during the inspection.
- The inspector spoke to the manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.
- The inspector spoke to parents to gain their views.

Inspector

Lorraine Sparey

Full Report

Information about the setting

The Rainbow Day Nursery School first registered in 1985, and became a limited company in 2008. It operates from two converted houses, close to Poole town centre, in Dorset. The nursery has five rooms and associated facilities organised into different age groups. Children have access to two rear outdoor play areas, completely enclosed. The babies have access to a separate area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 103 children on roll, all of whom are in the early years age group. The nursery operates a holiday club where they accept children up to the age of eight years. The nursery receives government funding for free early education for children aged two, three and four years.

The nursery is open five days a week from 8am to 6pm. The nursery welcomes children who are learning English as an additional language. The nursery employs a team of 21 staff who work with the children, 16 of these have early years qualifications. The manager is qualified to level 4. A part time cook is employed.

What the setting needs to do to improve further

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

- support and scaffold individual children's writing skills as opportunities arise, for example, by encouraging them to write their own name on their work

- review the use of the outdoor area with particular regard to babies and toddlers to increase opportunities to choose whether to play inside or outside.

Inspection judgements

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

Children are motivated and interested to learn. They are welcomed into the nursery by a member of staff who greets them warmly. Children are cared for in age appropriate group rooms that enable staff to provide activities tailored to their individual needs and interests. Children settle quickly and become involved in a wide range of activities. Toddlers are excited to visit the sensory room where they explore rope lights, a bubble machine and different sensory balls. Staff provide good levels of support encouraging them to investigate as they show curiosity. Toddlers are fascinated as the bubbles change colour

and size as they move up and down the tubes. Staff encourage the children to guess which colour the bubbles will change to. Older children explore how they can make marks using different materials such as marker pens with tiles and dabbers with large sheets of paper. Most children in the pre-school are able to write their own names, however some staff automatically write them on the child's work. Consequently, children are not always fully supported in learning these early writing skills.

Children's communication and language is developing well throughout the nursery. For example, pre-school children are keen to talk about holidays. They link in with a role-play area that is organised as a travel agency. They are keen to tell the adults about their holidays and how they travelled to their destination. Younger children listen with interest to stories and are keen to share their ideas. Staff read the pages and skilfully wait for children to say what they think is going to happen. Babies explore cooked spaghetti and staff are constantly talking to them, encouraging them to repeat simple words such as 'soft' and 'spoon'. All children are encouraged to sing simple rhymes. They learn the days of the week through singing. The welcome song provides an opportunity for children to begin to learn the names of the other children and staff. After the song children self-register either with their name or their photographs, supporting them in gaining a strong sense of belonging. Children who learn English as an additional language are well supported. Staff gather key words in their home language to enable them to feel secure and valued. All children are well prepared for the next stage in the learning or the move to school because staff support them in becoming confident and independent learners.

There are good systems in place to gather information about children's individual needs from parents when they initially register their child. This includes information about their achievements at home to support staff in planning for the individual child from day one. Staff complete regular observations both spontaneous and planned, looking at specific areas of children's development. In addition they use photograph stories to monitor children's progress and identify the next steps in their learning. Each child has a learning pathway completed each term. These are shared with parents enabling them to comment or add suggestions of what they would like their child to learn. Children's key persons make sure that the child has the opportunity to say what they enjoy. Consequently, children make good progress in all areas of their learning and development given their starting points. There are good systems in place to enable staff to complete the two year progress check making sure the parents are fully involved.

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

Children's personal, social and emotional development is well supported. Each child has their own key person who is responsible for making sure that the child is happy, settled and making good progress in their learning. Children spend time in small groups working with their key person enabling them to build strong relationships. As a result children are confident and talk excitedly to the other members of staff in the nursery. For example, the manager helps pre-school children during lunchtime. They are keen to tell her about their morning and involve her in their conversations.

Children follow good hygiene practices and learn about healthy lifestyles. Staff encourage the children to drink plenty. They point to the clock and encourage children to drink for a whole minute. Children understand why they need to keep their bodies hydrated and how they need to protect their bodies from the sun. Children benefit from healthy nutritious meals prepared daily by the cook taking into account their individual dietary needs. Children learn how to keep themselves safe. Staff give clear messages explaining dangers and teaching children how to use the equipment safely. In the outside area children roll tyres and climb on the climbing frame developing their physical skills while using the equipment safely.

Children behave well. They are encouraged to learn about the boundaries and expectations through visual prompts and 'golden promises' that are displayed in all areas of the nursery. Staff are positive role models in the way they speak to the children and each other. This promotes children's good manners and consideration to others. Children are encouraged to respect and value others through celebrating a variety of festivals throughout the year. In addition there is a good range of resources that enable children to see positive images of our diverse society.

There is a good range of resources that are easily accessible throughout the nursery. The majority of playrooms lead directly to one of the outdoor areas. However, although there is an area in the form of a roof garden for babies and toddlers this is not fully used to enable children to freely choose whether to play inside or outside. The older toddler group on the ground floor also do not always have the opportunity to choose when to play outside and rely on staff putting this into the routine. This does not benefit those children who prefer to play and learn outside.

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

There are good systems in place to monitor and evaluate the provision. There is a strong management team who is enthusiastic and provides staff with examples of good practice. There are effective systems to involve staff, parents and children in the decision-making process. For example, parent questionnaires and informal opportunities to talk to the manager and director who welcome parents into the nursery in the mornings. Staff have good opportunities to develop their knowledge and understanding. They are required to complete a minimum of 24 hours training each year. This enables them to keep their knowledge and interests up-to-date. Following a visit from the early years advisor from the local authority, the nursery devised a comprehensive action plan to support them in monitoring and improving practice. As a result outcomes for children are good. There are good systems in place to monitor the learning and development requirements. Children's learning journeys and progress reports are checked by the senior management. Staff plan an interesting range of activities based on children's individual needs that help them make good progress.

The management and staff demonstrate secure knowledge and understanding of the safeguarding and welfare requirements. They place a high priority on keeping children

safe. Staff are required to attend child protection training and to sign to acknowledge they have read and understood the safeguarding policies and procedures. All staff are clear on the procedures they would follow in the event of a concern. The management have recently reviewed all the policies and procedures and have introduced an E safety policy particularly relating to social networking sites and other media. An annual risk assessment and daily safety checks enable staff to provide a safe and secure environment. There are good recruitment and vetting procedures in place enabling the management to make sure staff are suitable for their role and responsibility. There are clear procedures in place to make sure that staff have regular supervision, staff meetings and an annual appraisal to support them in their ongoing role in the nursery.

Staff develop positive relationships with parents and carers. Staff provide parents with good quality information about their children's time in the nursery. Parents of younger children receive written information about their welfare needs as well as their learning and development. Parents receive copies of their child's 'learning pathways' supporting a shared approach to children's learning. Parents report that their children are making good progress. They feel the environment is welcoming and provides good opportunities for their children to participate in a wide range of activities. Parents report that staff are friendly and communicate well. There are good systems in place to share information with other early years providers and professionals to gain a shared approach to children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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

Unique reference number	EY364293
Local authority	Poole
Inspection number	911710
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	103
Name of provider	Rainbow Day Nursery School Ltd
Date of previous inspection	20/11/2008
Telephone number	01202 673 581

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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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