

# Rainbow Nursery

Rainbow Nursery, Sefton House, Salisbury Street, HULL, HU5 3EU

## Inspection date

Previous inspection date

16/04/2013

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

- Children are provided with a good range of activities that are presented in fun ways. This means their interest is captured and they want to take part. Consequently, they make good progress in their learning.
- Staff as the children's key persons are skilled and sensitive in helping children to form secure attachments. As a result, children settle well into the nursery and are confident and happy in their environment.
- Children are cared for by a very friendly, approachable and dedicated team of staff who give high priority to providing a safe and homely environment for them to play and learn.
- Staff give good attention to working in partnership with parents and to involving them in the life of the nursery and their children's learning. As a result, parents are confident in leaving their children in the staff's care and know they are well-cared for.

### It is not yet outstanding because

- Children do not have consistently rich opportunities to observe numbers and print in the outdoor area in order to support their understanding of how these can be used in different contexts and environments.
- There is scope to develop the resources to fully support older children's understanding and use of information and communication technology.

## 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 had a tour of the premises and observed children playing in the playrooms and outdoor area.
- The inspector met with the manager and a representative from the company.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at children's learning records, planning documents and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Rainbow Nursery Hull was re-registered under the current ownership in 2013. It is owned and managed by Hull CVS Ltd and is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is situated in converted domestic premises in the Avenues area of Hull. Children are cared for in four rooms organised across three floors. There is a fully enclosed area available for outdoor play. There is no lift access to the upper floors.

The nursery employs 17 members of childcare staff. Of these, four have an early years qualification at level 5, two have qualifications at level 4 and nine have qualifications at level 3. The nursery opens Monday to Friday all year round from 7.30am until 6pm, with the exception of bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 66 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

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

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

- develop the educational programmes for mathematics and literacy further by increasing opportunities for children to see and use number and print in the outdoor environment, such as displaying number labels, signs and posters
  
- enhance the educational programmes for understanding the world by developing the range of resources to support older children's understanding of information and communication technology.

## Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage. They fully understand the different ways children like to learn and they tailor activities to their interests. They make learning fun which means children are enthused and motivated to take part and want to learn new skills. For instance, toddlers are provided with a tray of jelly to explore. They show surprise as they explore the texture and their curiosity is aroused as the jelly melts and makes their hands sticky. Staff explain that this is because the jelly has become warm, which effectively supports children's understanding of cause

and effect. Staff make regular observations and assessments of children's development and keep a detailed progress record for each one. They give high priority to gathering information from parents about their child's learning at home and share what they enjoy at nursery. Staff regularly provide activities for parents to complete at home with their child, such as finding items relating to the 'letter of the week' they are learning at nursery. This two-way flow of information means a very effective shared approach is promoted to supporting children's learning and development. Consequently, children make good progress towards the early learning goals given their age, ability and starting points and are well-prepared for when they move on to school.

Staff skilfully enable children to learn in different ways. They give them time to choose freely from the resources and direct their own play and plan adult-led activities that focus on particular aspects of their development. For instance, as older children use the role play area they pretend their dolls are poorly and mix 'medicine' to make them better. Staff provide babies with planned baking activities which enables them to develop their small muscles as they use spoons to mix. Children's communication and language skills are supported very well. For instance, group times throughout the day provide opportunities for older children to take turns to communicate their thoughts and listen to others. Staff listen with interest as babies babble and encourage them to learn new words to develop their vocabulary. For example, they emphasis the word 'pop' as the children squash pieces of cereal on the table. Older children help to make displays of their favourite stories and staff encourage toddlers to recall stories that are familiar to them as they play. For example, they encourage them to build a bridge as they use bricks and pretend toy animals are 'trip, trapping' over this. This effectively helps children to develop their imagination and to use their thinking skills. Good use is made of displays and labelling indoors to show children how print, words and numbers are used for a purpose. However, this is not extended to the outdoor area. This means children's understanding of how words and numbers can be used in different contexts and in different environments is not supported fully.

Children have valuable opportunities to learn how things work. For instance, babies are provided with a range of toys with flaps and buttons they can lift and press. Resources, such as a pretend cooker and till, enable children to learn how items are designed to be used for a particular purpose. However, there is scope to extend the range to support older children in learning about information and communication technology and how this can be used to support learning. Children's mathematical development is supported very effectively. For instance, older ones become fully immersed as they take part in an activity to reinforce their understanding of different shapes. A member of staff skilfully encourages the children to recall what they have learnt previously by asking them to name the shapes she holds up and to think about how many sides they have. Children confidently state that a circle has no sides, while a square has four. She extends their learning further by explaining in simple terms how some shapes are two dimensional and others are three dimensional. She encourages children to sort these into two groups in a fun way. For example, she shows them how two dimensional shapes are flat and can be 'squashed'.

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

Staff give high priority to making children's transition into the nursery a pleasant experience. Key persons work closely with parents so they are well-informed about children's likes, dislikes and how they like to be comforted when they are upset. Settling-in visits give children and parents time to get to know staff and become familiar with how the nursery operates. Photographs of family members are requested and displayed which gives the nursery a homely feel. When staff feel children are ready to transfer to the next room, parents are informed of this and the child makes several visits with their key person prior to the move. This means strong bonds are formed between children and their carers. Parents comment on how staff 'go above and beyond' to meet their children's needs. Children are keen to discuss what it is they like about the nursery. For instance, one child states that she likes playing with dolls. She describes staff as being 'nice' and that they give cuddles if anyone is upset. Children have valuable opportunities to take part in activities in the local community. For example, they visit the nearby park and library. This enables them to interact with others outside their normal childcare setting and further develop their social skills ready for when they move on to school.

Children learn to behave well which promotes a calm and positive atmosphere throughout the nursery. Children are encouraged to develop their independence and to become confident in doing things for themselves, which raises their self-esteem. For example, older children collect their plate of food and cutlery from the serving table and take care when carrying this back to their table. They know to sit and wait until everyone is served before they start eating. This shows they learn good manners and social skills. Staff acknowledge children's efforts as well as their achievements, with meaningful praise. This conveys to children that they are valued and appreciated. For instance, a member of staff tells one child he is 'very clever' as he remembers what the pasta dish is called at lunch time. Staff actively encourage children to keep themselves safe. For example, as toddlers learn how to use scissors they explain the importance of keeping their fingers away from the blades, so they do not cut themselves.

Staff are very proactive in helping all children to follow a healthy lifestyle. For example, they have daily access to outdoor play, which means they benefit from plenty of fresh air. Older children develop good physical skills as they use equipment, such as trikes and balance beams. They are confident to seek help from staff if they need this. For instance, as one child 'wobbles' as he climbs on to a tyre he asks a member of staff to hold his hand to keep him steady. Babies and toddlers delight in using a range of soft play equipment in the outdoor classroom. For example, they beam with pride as they confidently attempt to climb onto blocks and up steps, knowing they have a soft surface to land on if they fall. Children are offered nutritious meals that are freshly prepared on site. They enjoy their food, with many requesting 'seconds' at lunch time. This shows they develop a positive attitude to healthy eating. All children have opportunities to be involved in baking activities and each week a room takes responsibility for making items for everyone to share at tea time. For instance, babies help to make buns using melted chocolate and cereal. This promotes an ethos of sharing and gives children good opportunities to make a positive contribution to the life of the nursery.

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

Children are safeguarded well in the nursery because staff are fully aware of their roles and responsibilities and supervise them very effectively. They attend training in child protection, and as a result, they know what action to take if they have a concern about a child's welfare. High priority is given to keeping the nursery safe and secure. For example, staff and parents gain access to the premises using a finger print recognition system. Visitors ring the bell and are asked for identification and to sign in the visitor's log. This ensures there is no unauthorised access to the nursery. New staff are subject to thorough recruitment procedures. Disclosure and barring checks are in place for all members of the team and for any students on childcare placements. Staff and students have an in-depth induction to ensure they understand how the nursery operates and what their duties are. Those who are awaiting the outcome of suitability checks are informed that they must not have unsupervised access to children. This is monitored carefully by the manager, which includes the use of close circuit monitoring equipment in all rooms.

The manager effectively monitors staff's performance and quality of teaching. This includes regular observation of their practice and how they plan for individual children. This ensures all children are well supported in their learning and development. Regular supervision sessions and annual appraisals are used effectively to encourage staff to reflect on, and plan for their on-going professional development. High priority is given to partnership working. For instance, staff work closely with any other professionals involved in the care of children with special educational needs and/or disabilities. This ensures they receive consistent and tailored support to meet their needs. Links with local schools are well-established. Information is shared effectively and children make visits with their key person prior to starting. This means children become familiar with the teachers and the new environment before they make the transition.

Partnerships with parents are very good. They receive good information about the service and the Early Years Foundation Stage through a prospectus, regular newsletters and displays. Those who have very young children attending receive a written account of their day. Parents are keen to praise the setting and the staff. They state 'staff are very friendly' and that they are 'very pleased' with the progress their children make. The manager and staff regularly evaluate the service they provide. From this they draw up realistic targets to promote continuous improvement of a good standard. Parents and children are fully included in the process, to ensure their views of the service are known and responded to. For instance, some parents felt older children were not fully prepared for the move to school. In response, staff increased the opportunities for children to take part in small group activities which mirror those they will experience at school.

### **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

<b>Unique reference number</b>	EY457057
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	913042
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	49
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Rainbow Nursery Hull Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01482 448764

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

