

Rainbows Day Nursery

Unit 4, Bridge Wharf, Lower Cherwell Street, Banbury, Oxfordshire, OX16 5AY

Inspection date

Previous inspection date

01/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff establish friendly working partnerships with parents. The encouraging two-way flow of communication helps to meet children's needs.
- Children develop independence during their time at nursery and this helps to prepare them for the move to school.
- The manager is bringing about improvements to procedures in the nursery, particularly in meeting the safeguarding and welfare requirements.

It is not yet good because

- Children do not have effective support and access to good quality resources to help them progress rapidly in their early literacy.
- Staff do not plan how to use the outdoor play space to its maximum potential in supporting learning.
- Although staff monitor children's development, they do not carry the information through to planning effectively.
- Occasionally staff do not use suitable phrases when speaking to children in order to promote their behaviour in a positive way.

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 observed activities in all indoor and outdoor areas.
- The inspector had discussions with the manager, staff and parents.
- The inspector and manager undertook a joint visit to the garden area.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and policies.

Inspector

Jill Milton

Full Report

Information about the setting

Rainbows Day Nursery originally registered in 2007. The current private provider took over the registration in 2012 and it is one of two nurseries owned by the same provider. The nursery operates from a modified self-contained single storey unit in the centre of Banbury. Children attend from the local community and surrounding areas. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens on weekdays from 7.30am to 6.30pm all year apart from public holidays. The nursery receives funding for the provision of early education for children aged two, three and four years. There are currently 81 children on roll in the early years age range. Staff provide support to children who are learning English as an additional language. Staff also support children who have special educational needs and/or disabilities. The nursery employs 19 staff and of these, 12 have suitable qualifications and three are undertaking training.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve the educational programme for literacy by a) offering children a wide range of good quality books to stimulate their interest, and b) providing suitable resources and guidance to explore early writing.

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

- review the layout of resources in the garden to offer a more stimulating range of activities and extend children's learning
- develop stronger links between observations of the children's development and planning activities that focus on individual children's needs
- develop more positive strategies to help children manage their feelings and behaviour.

Inspection judgements

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

Children make steady progress in their development across each area of learning. The manager is providing guidance to staff in how to track development so that they can identify any gaps. Staff make suitable observations on the children's achievements. They are using their new systems of recording information to collect dated notes and photographs that illustrate progress. Staff provide parents with written summaries of checks for two-year-olds. Newly arranged parents' evenings are offering families the chance to discuss their child's development in more depth. Parents also receive encouragement to complete regular 'home link' forms so that they share information about their child's learning at home. Staff plan monthly activities for different age groups and they broadly cover the areas of learning. They have a suitable knowledge of children's development but do not carry it through to create individual plans to support learning.

Children enjoy exploring their environment and they have opportunities to make choices from low-level resources. Staff take small groups of children into the sensory room where they can experience lights and sounds. Children handle different textures and express their creative ideas using feathers, fabrics and recycled boxes. Staff engage the children in simple conversations. Children like to include staff in their imaginative games as they play in the home area or use a doctor's bag. Children are learning to count, for example, when they work out how many dough shapes are on the table. They play with puzzles and sort objects by size, shape and colour. Children listen quite well to stories and they like staff to share familiar rhymes and action songs. Staff caring for children over two years, separate them into smaller groups for short times during the day. This enables the older children to focus on some more challenging tasks such as learning the sounds and shapes of letters. Staff are taking some steps in helping children prepare for the move to school. Children choose books for themselves although the quality and range of books is not very good. Children visit the writing area of the nursery, although blunt pencils and lack of guidance limits their progress with early literacy.

Children play alongside each other and some are developing cooperative games with friends. Children are familiar with the routine of the day and receive encouragement from staff to tidy away resources. Children stop and pay attention when staff ring a small bell to indicate a change in activity or to announce a message. When they play outdoors children show an interest in the world around them. They like to wave as narrow boats pass nearby to their nursery. Children play with toys such as dressing up clothes so that they can act out familiar roles. They steer doll's prams carefully around the nursery and make up stories about their shopping trips. A few displays around the nursery show children's creative efforts with paint, chalk and when using an art package on the computer.

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

Children form sound bonds with their special member of staff, or key person. When children receive comfort from staff they soon settle and are ready for play. Staff know the children's individual routines and they provide suitable feedback about children's care. Parents of children under two years like to receive daily written notes. Staff make children comfortable for daytime sleep and they check every ten minutes to see that children are safe. Children develop an awareness of how to stay healthy and safe themselves. They use simple tools carefully when they cut dough and queue sensibly for the climbing frame. Children remind each other, saying 'be careful' to a friend using a spade in the sand pit. Overall, children behave appropriately for their age and generally receive suitable guidance from staff. Sometimes, though, staff speak brusquely to children and do not offer simple explanations for why actions are not desirable. This way of speaking does not always support children's social and emotional development well. Children develop respect for others as they play with resources such as dolls and books that promote diversity in a positive way. Staff are aware of children's home languages and they sometimes use words in French, for example, to show they respect children's backgrounds.

Staff organise the nursery appropriately to enable children to make choices and select resources for themselves. Overall, there is a suitable range of resources that cover each of the areas of learning. At times, staff do not make the maximum use of what is available. Staff work steadily through the day to keep the nursery clean. They rotate equipment to provide fresh interest to children staying at nursery all day. Children follow daily routines for hand washing as they learn how to stay healthy. They develop independence in learning to use the bathroom or feeding themselves. Older children look after their belongings, identifying where to hang their coats and store artwork. Children are gaining some useful skills to help them cope with school life. Staff talk to the children about their approaching move up to school. Children moving groups within the nursery are familiar with staff and resources due to the open plan nature of the rooms.

Children sit in sociable groups for snacks and meal times. Staff provide healthy snacks such as wholemeal toast and fresh fruit. Children are aware of how to stay healthy in hot weather, collecting their sun hats and taking extra drinks. Children are eager to use the small outdoor play space. All age groups spend some time each day in the fresh air. Staff do not always provide resources for children to make best use of items such as chalkboards or a playhouse. Children pedal small tricycles around the garden with control. They develop some physical skills as they pull themselves up on a climbing frame.

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

Overall, the staff have a sound understanding of the safeguarding and welfare requirements. They all attend safeguarding training so that they are aware of how to identify child protection concerns. Staff know where to pass on such information. The nursery has a clear whistle-blowing policy if there are concerns about adults working with the children. Staff carry out appropriate daily checks on the nursery to help keep areas safe for children to play. They use risk assessment to minimise hazards, for example restricting children's access to kitchen areas. Staff follow sensible routines to guard

against infection in order to protect children's health. They wear protective clothing when changing children's nappies and use antibacterial hand gel after wiping children's noses.

The new owner of the nursery and the manager are steadily reviewing policies and procedures. They share the new documents with staff and parents so there is a clear understanding of how the nursery operates. The manager is completing an encouraging review of all documentation, drawing on her experience and skills. New accident and medication forms, for example, help staff keep organised records. All staff now have an up-to-date individual file to hold evidence of their checks and professional development. Staff receive suitable support to training and are beginning to attend workshops at the local children's centre. Staff receive guidance on how to support aspects of learning, such as speech and language. A plan for regular staff supervision is starting in order to monitor standards more closely. The manager is using self-evaluation and feedback from the local authority to make suitable action plans for development. A number of improvements are in place, such as staff facilities for using the bathroom and having a proper rest area for breaks.

Parents provide positive feedback at the inspection regarding their children's care. Comments in 'thank you' cards show that parents appreciate how the staff look after the children. Staff establish friendly partnerships with parents and take part in daily conversations about the children. Staff collect suitable information from parents about each child's needs when they start at the nursery. There are consents in place for issues such as going on short outings or obtaining emergency medical treatment. Staff are aware of children's dietary issues and they follow advice from parents in how to attend to special health requirements. Appropriate displays of information in the nursery help to keep parents aware of local childcare services. Staff also use a welcome pack and newsletters to communicate with parents. Staff are starting to build partnerships with the wide number of schools that children attend when they leave nursery. A member of staff is attending network meetings and is booked on training to support her role as the special educational needs coordinator. Staff are discussing individual children's special needs with parents.

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	EY457754
Local authority	Oxfordshire
Inspection number	899833
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	81
Name of provider	Jane Mary Kelly
Date of previous inspection	not applicable
Telephone number	01295269600

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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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