

Rainbow Day Nursery

Old Station Master's House, Castle Station, Great North Road, NEWARK, Nottinghamshire, NG24 1BL

Inspection date	25/03/2013
Previous inspection date	17/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 settled and show a strong sense of belonging in the nursery. This is because they have formed trusting relationships with staff. They confidently and enthusiastically explore their environment and participate in activities with enjoyment.
- Staff diligently observe and assess children's development, they use this information effectively to plan activities for individual children which build on their existing skills and abilities.
- Children develop good self-help skills and levels of independence due to the effective organisation of resources and because staff encourage them to undertake tasks for themselves.
- The management team have devised successful ways of monitoring the effectiveness of planning and assessments which ensures all children are making good progress in their learning and development.

It is not yet outstanding because

- There is scope to increase opportunities for children in the pre-school room to explore technology, by more regularly providing equipment for them to play with, such as torches, cameras, programmable toys and the computer.
- The programme of professional development is not yet sharply focussed and targeted to ensure that all staff are consistently improving their already good skills and knowledge.

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 children's activities in the indoor and outdoor play areas.
- The inspector held discussions with the registered person and with practitioners and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's most recent self-evaluation form and a selection of policies.
- The inspector completed a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers from those spoken to on the day.

Inspector

Janice Walker

Full Report

Information about the setting

Rainbow Day Nursery is privately owned and managed. It has been operating under the current proprietor for five years. It is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The nursery building is the former Station Master's house adjacent to the Newark Castle train station. There is ample parking available and access to the premises is at ground level, with a small step to the front door. The premises is on two floors with the pre-school room and the before and after school club accessed by a flight of stairs. There are four main playrooms and an enclosed outdoor area. The setting has a town centre location and is near to local amenities, such as the park, library, shops and market. The nursery serves the local area and surrounding villages.

The nursery employs six staff, all of whom are qualified to level 3. In addition, the owner/manager is also qualified to level 3 and works directly with the children. The nursery also employs a cook, who plans and prepares home-cooked meals each day. The nursery is open each weekday from 7.30am to 6pm, all year round with the exception of public holidays and a week over the Christmas period. Children attend for a variety of sessions. There are currently 39 children on roll who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. A before and after school service is provided for school-age children attending local primary schools.

What the setting needs to do to improve further

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

- increase opportunities for children in the pre-school room to explore and investigate technology, for example, through more regular access to safe equipment, such as, torches, cameras, programmable toys and the computer

- develop further the programme of professional development for staff by ensuring it is astute and targeted to their individual needs, to enhance their already good practice.

Inspection judgements

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

Staff have a secure knowledge of the seven areas of learning. They observe what children like, and what they can do, and use this knowledge effectively to plan resources and activities to build on these. They have a clear understanding of how children learn. They are good role models and help children to be motivated and eager to learn through their own enjoyment and enthusiasm. They organise daily routines to ensure that there is a good balance of adult-led and child-initiated activities throughout the nursery. Babies and younger children build their confidence as they explore their environment with staff close by supporting and encouraging their investigations. In the pre-school room, staff plan, and skilfully deliver, group sessions which strongly support children's communication and language skills. For example, during singing sessions, good use of pictorial prompts depicting a well-considered selection of action rhymes which require turn taking, encourage children's listening and attention skills. Non-fiction books showing familiar events, such as a visit to the Doctor's, are well used to engage children in conversation, encouraging their use of language and supporting their understanding of the subject. These sessions help prepare children very well for school, as they learn to listen and respond within a group situation.

Babies and young children make good progress in their communication and language development because staff provide good quality interaction. They use lively voices to help children tune in, sing songs during every day routines and repeat single words so that children begin to link the word to its meaning. Young children's attempts to repeat words are greeted with effusive praise which encourages their further attempts. These children play with toys that have simple mechanisms, flaps and levers. They learn to twist, lift and turn to achieve different effects, such as various images or sounds. This helps children to begin to learn about technology. However, opportunities to build on these in the pre-school room are not maximised. This is because, although there is a selection of resources, such as a computer, camera and CD player, these are not regularly made available for children to play with.

In the pre-school room, staff create an environment which is rich in print. Walls are adorned with labels, letters, numbers and children's names, which staff frequently and effectively use as aides to support children's learning. For example, when a number falls off the number line, staff seek children's help to name the fallen numeral and find where it fits on the line. Staff supporting a small group of children at snack time, encourages them to share their knowledge of numeral recognition by following a child's lead when he shows an interest in the line. Staff encourage children to find their name labels for self-registration and their named place-mat at meal times. These daily routines support children in recognising their written name and to begin to link sounds to letters. In the role-play 'Doctor's surgery', children become engrossed in make-believe play, they take on specific roles and confidently communicate their thoughts and ideas. They practise self-help skills as they put on and remove dressing-up outfits to enhance their experience, make marks as they 'take messages' from pretend phone calls, and learn new words as they explore the contents of the 'Doctor's bag'. Since the last inspection, the provider has

developed an enticing outdoor play area. Resources include climbing and balancing apparatus, growing gardens and equipment for making marks and making music. Children enjoy activities in this area. They show great confidence as staff encourage them to move freely around the space in a range of ways as part of an active singing activity.

Staff establish positive relationships with parents and carers. They provide them with useful information about the seven areas of learning and how they can support their children's learning at home. 'Bob the dog' enhances links with home and children enjoy taking him to their own home and then sharing his adventures with their family, with their friends and carers in nursery.

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

The atmosphere in this nursery is relaxed, warm and welcoming. Most children arrive at the nursery happy and eager to begin playing. Those struggling with separation from parents are reassured because staff are sensitive to their needs and provide high levels of comfort and support. As a result, they are swiftly reassured and enticed to play. Good sharing of information with parents, at the outset, enables staff to support new children to help them settle into the nursery environment. They gain a good understanding of all children's likes, dislikes and individual welfare needs, including those children with special educational needs and/or disabilities. The key person system is highly effective because children build trusting bonds with their key person and develop a strong sense of security and belonging.

Children develop their understanding of how to avoid risks through activities which encourage them to explore their environment. Staff remind them to tidy toys away to prevent trips and falls and to be careful when playing in the water so as not to splash and upset others. Babies and young children enjoy high levels of adult attention and, as a result, feel safe to explore their surroundings. As the younger children begin to tire, they are comforted by caring staff who calm them by gently cradling them in their arms and offer soothing words of reassurance. Pre-school children demonstrate high levels of self-confidence. They move around the room with assurance and make their own decisions regarding what they want to play with. During adult-led large group sessions, they actively participate, for example, by taking on 'roles' in action rhymes. The nursery has good links with the local school. Nursery staff take children for visits as they approach school age, which supports them in becoming used to the school environment and supports their transition to school.

Children play well together as staff support their understanding of turn taking and sharing resources. For example, they know that only three children can play in the water tray, and happily wait until there is space to do so. Staff model good social manners. They consistently use 'please' and 'thank you' when engaging with the children which means that children learn how to be polite in their own interactions. Children's good health and well-being is supported well. Children have daily access to the outdoor space for fresh air and physical activity. Regular planned activities ensure that they have opportunities to talk

about the importance of this. They enjoy healthy, balanced meals, which the on-site cook freshly prepares each day. Staff and children sit together for meal times which children enjoy as relaxed, social occasions.

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

The owner/manager demonstrates a high commitment to the ongoing professional development of the staff team. New staff members acquire a good understanding of their roles and responsibilities through the initial induction process and the support they receive from managers. All staff undertake basic training, such as first aid and child protection, and staff increase their knowledge and skills as opportunities arise. For example, by attending training courses when they become available or by seeking advice and support when working with other professionals, such as speech therapists. Since the last inspection, the manager has organised in-house training to support staff in improving their skills in interacting with the children. As a result, they now consciously encourage children to think of their own ideas and to find ways to solve problems for themselves through their interactions and effective use of questioning. However, staff's training plans are not yet tailored to their individual needs and interests, or sharply enough focussed to ensure that they continue to improve their already good practice.

The manager and all staff are enthusiastic, motivated and keen to provide a good quality service to the children and families attending. The action and recommendations from the last inspection have been addressed. For example, the outdoor area has been completely renovated and now contains an exciting variety of fixed equipment. Easily accessible portable resources, such as equipment to make marks and role-play resources, are routinely taken out to enhance these. Observations and assessments are now used effectively to inform planning, which is individualised to meet the interests and needs of the children. The staff team contributes on an ongoing basis to evaluating the quality of the provision. Strengths and weaknesses are discussed informally within rooms, and more formally during meetings. Plans for improvement are clear, with a current focus on evaluating the effectiveness of the recently updated observation and assessment records. Parents are fully involved in the self-evaluation process through ongoing informal discussions and written feedback questionnaires.

The manager and her deputy have a good overview of the curriculum and its effectiveness in supporting children's progress. They diligently monitor the activities and experiences children receive, check children's assessment records and oversee planning. This ensures that activities are tailored to children's needs. Staff's performance is monitored well because managers observe their practice by working alongside them and engage in informal one-to-one discussions. Formal supervision sessions support this. Children's safety and welfare is promoted effectively. There is a designated member of staff who takes lead responsibility for health and safety and she vigilantly ensures that safety checks are undertaken each day so that the environment, toys and equipment are safe for children to use. Staff have a clear understanding of their responsibilities in relation to child

protection. Related procedures are prominently displayed around the nursery to act as ongoing reminders. There are robust procedures in place to ensure all staff are suitable to work with young children and visitors to the setting are closely supervised. Relevant policies, procedures and documentation are effective in supporting staff to meet children's needs. There are effective partnerships with other agencies which mean that children with special educational needs and/or disabilities are supported well.

Strong relationships with parents help to ensure that children's needs are met. Staff gather useful information from parents on entry to the nursery. This enables them to build a picture of children's routines and preferences and establish clear starting points for their learning. They regularly exchange information with parents to review children's progress and set new targets. Along with daily informal exchanges, there are valuable opportunities for sharing information including parent evenings and informative displays. Parents are fully consulted regarding the progress check at age two. As a result, all children, including those with special educational needs and/or disabilities, are progressing well, towards the early learning goals over time, given their starting points. Parents provide positive feedback regarding the nursery. They value the warm, friendly atmosphere and support they receive. They are impressed with the level of care their children receive and feel they are making good progress across their learning and development.

The Childcare Register

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

The requirements for the voluntary 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	EY404659
Local authority	Nottinghamshire
Inspection number	908458
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	49
Name of provider	Jacqueline Barker
Date of previous inspection	17/09/2010
Telephone number	01636 611603

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Type of provision

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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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