

Rainbow House Private Day Nursery

29 Common Road, Low Moor, Bradford, West Yorkshire, BD12 0TN

Inspection date	17/09/2013
Previous inspection date	05/05/2011

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 are well cared for and make good progress in their learning and development. This is because the management have a good overview of the requirements of the Statutory framework for the Early Years Foundation Stage and monitor practice well.
- Practitioners observe children closely, assess their preferences and development, and plan interesting activities to promote learning. They carefully track this development to ensure children receive additional support should they need it.
- Practitioners understand how to motivate children to learn well. They play alongside children, experiment and investigate. This means children's curiosity is ignited and they are motivated to explore.
- Children are safe because the nursery has a very good system of assessing risks, including clear and appropriate policies on safeguarding children.

It is not yet outstanding because

- The walls at child's view level are generally rather bland and therefore do not stimulate children's interest and encourage their motivation to learn and discover.
- In some rooms in the nursery there is no clear division of responsibility for different aspects of the provision. This means the culture of continuous improvement is not as marked in these parts of the nursery.

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 had a tour of the premises and discussed how the setting works.
- The inspector talked to the owner, manager, practitioners and parents throughout the inspection.
- The inspector observed children at play in each of the units, both indoors and outdoors, and talked to children and practitioners.
- The inspector discussed lunch and snack time arrangements and also watched the children having lunch and snacks.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documents and records.

Inspector

Caroline Midgley

Full Report

Information about the setting

Rainbow House Private Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Low Moor area of Bradford, West Yorkshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from in a converted house and there is an area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 99 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 needs and/or disabilities.

The nursery employs 26 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. A qualified teacher provides a weekly session for the older children, and 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:

- consider the provision from a child's eye view and provide more low-level displays to further ignite children's interest and motivation for learning
- consider reviewing the areas in the nursery to drive forward the culture of continuous improvement. For example, by giving each practitioner clear responsibility for enhancing a part of the provision.

Inspection judgements

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

Children are well cared for and make good progress in their learning and development. This is because practitioners know their key children well. They observe them closely to assess what they like doing. Practitioners talk to each other about children's interests, for example, a baby's fascination with mirrors. They plan interesting activities that encourage individual children's development in all areas of learning based on their interests. Consequently, children are well prepared for the next steps in their learning. They track this development carefully to ensure children continue to make good progress and receive

additional support in the nursery and from outside agencies should they need it. They work with specialist teachers from the local authority very effectively. This means all children make good progress regardless of their starting points.

Practitioners understand how to motivate children to learn well. They play alongside children, experiment and investigate. They allow them to explain their ideas and experiences. This means children's curiosity is encouraged and they are motivated to explore. For example, a practitioner provides a builder's tray full of shaving foam. Children experiment making marks on the foam. A child fetches a digger and makes marks in the foam. The practitioner encourages children to explore and experiment by playing alongside them. She encourages children to be independent and resilient as she encourages them to wipe off the foam with paper towels. The practitioner demonstrates an understanding of the characteristics of effective learning well. For example, she uses discussion and open-ended questions. She does not use questions to test children's knowledge, but to encourage them to reason and to give them opportunities to expand their communication skills. She also repeats words and models new vocabulary. She encourages children's physical development as they make marks in the foam. In addition to helping the children to develop the prime areas of learning, she also introduces them to mathematical concepts, such as shape and number, as they make marks in the foam. She counts as she helps children put their arms into the aprons. This shows that practitioners introduce all areas of learning into playful activities and routines. Practitioners follow children's interests and take into account children's wishes and views. This ensures children remain motivated and enthusiastic about learning.

Before children start at the nursery, key practitioners work closely with parents. They share information to ensure they understand each child and their development and learning requirements. Parents also find out how the nursery will support their child. There are excellent displays in all the rooms that demonstrate how children learn and develop through play. For example, in the baby unit there is a display of photographs of babies engaged in messy play. This partnership continues as practitioners and parents continue to share information. There is a planning board onto which practitioners and parents can stick ideas in the form of jotted notes. Practitioners provide parents with regular assessments of their children's progress, including the required progress check at age two. Key practitioners and parents work together to ensure children are given additional support should this suggest children are not making expected progress.

Practitioners understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/or disabilities receive support which is specific to the way they learn. This sensitive support enables children to communicate well and develop their vocabulary. Children explore and investigate because practitioners show them how to do this and know how to interest them and how to successfully extend their learning in carefully planned activities. Children are also encouraged to be independent and lead their own play and discovery in the well-organised environment. For example, they provide a safe, low bar with interesting items attached that will stimulate children's interest and encourage them to develop their physical skills as they pull themselves up to standing. Practitioners help children to succeed by encouraging them to keep on trying if they encounter difficulties, but they are always at hand to sensitively and skilfully step in to extend children's understanding.

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

The environment is generally rich, varied and imaginative, and it encourages children to play and explore. There are alphabets and number displays in all the rooms to encourage children to be familiar with written letters and numerals. There are displays outdoors, for example, a poster about people who help us. However, the walls at low level indoors are generally bland and there are not many words and pictures at a height that children can easily see them. This means opportunities to ignite children's interest and enthusiasm are missed. Children have easy and regular access to the well-planned and attractive outdoor areas for vigorous play. This means children get regular fresh air and exercise. There are quiet areas where children can relax, for example, the cosy area in the three-year-olds room.

All areas contain carefully chosen resources which children are encouraged to use independently, but with sensitive support from skilled practitioners. This means children are motivated, have high levels of self-esteem and make good progress. The baby room is spacious and allows children to develop important skills. For example, there is plenty of space to practise crawling and walking. Young babies pull themselves up to a sturdy bar to investigate the interesting objects and look at themselves in the mirror. Babies develop strong attachments with their key person and good communication skills as they snuggle with their key person to listen to a story. This means babies are happy and quickly become independent as they explore their environment. Because children develop strong supportive relationships with their key persons, they develop resilience and become capable, confident and self-assured. Practitioners skilfully support children's transitions, both within the setting and to other settings and school. Parents are actively involved in this process.

Children's behaviour throughout the nursery is good. They consider each other's feelings, share well and pass each other resources. This is because the practitioners are good role models. They give lots of encouragement and model saying 'please' and 'thank you'. Children are encouraged to be independent and learn to choose from the well organised resources. These are clearly labelled with words and pictures so children know where they are stored. Children learn about different traditions, customs and beliefs through books and toys. Resources reflect positive images of children with disabilities. The nursery environment is safe and welcoming, and children learn how to keep themselves safe as they begin to take responsibility for their own welfare and safety. For example, very young children dry their hands using paper towels and hang up their own aprons. Children are encouraged throughout the nursery to make healthy choices about what they eat and drink. Children serve their own food at lunchtime. This allows their preferences to be respected and means they gain confidence in making decisions, while contributing towards their 'five a day' and healthy, balanced diet. Children learn to take responsibility for their safety and take part in and record risk assessments. Consequently, children develop an understanding of risk and how to keep themselves safe. The cook ensures children are provided with food suitable for their needs. All cakes are milk-free and vegetarian to ensure all children can eat them. Systems to ensure children do not receive unsuitable food are robust, yet children are not made to feel different. Parents are very happy about

the care their children receive and the support they receive as families.

Children and parents are supported well as they settle into the nursery. They are also supported well as they move between rooms within the nursery. This is because children's personal, social and emotional development is given a high priority by practitioners. Children are well prepared for the next stage of their learning and transitions to other settings and school. They have weekly sessions from a trained teacher for the year before they start school. The nursery also has good links with schools.

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

The nursery owner and manager are conscientious and have a good overview of the Statutory framework for the Early Years Foundation Stage. They are committed to continually improving standards and they have regular staff meetings to discuss practice, to plan and to set targets. They use quality assurance systems from external agencies to help them do this. Staff recruitment processes are good. They ensure that practitioners are supported well, and monitor their practice by providing regular supervisions and keeping in touch sessions, informal monitoring and annual appraisals. These methods ensure any concerns about practitioners or children's development are quickly addressed and standards are continually improved. This approach also supports the development of professional practice.

The owner, manager and practitioners are aware of their responsibility to keep children safe. Risk assessments are thorough, updated by all practitioners annually or as a new risk arises or hazards change, and are put into practice. New equipment is risk assessed to identify hazards and to ensure it is age and stage appropriate for children. Opening checks of the learning spaces are carried out daily to ensure the setting is safe and secure for children. The manager monitors children's safety and practitioners' practice very closely. For example, she ensures all accident records are completed and analysed regularly. This ensures any patterns of accidents are identified and causes are addressed very quickly. All practitioners have a good understanding of child protection and are familiar with the signs and symptoms of abuse. They are confident in the reporting procedures should they have a concern about a child.

Children's individual progress is monitored closely by each child's key person and the room leaders, and is overseen by the manager. The manager regularly samples children's records and she reviews the progress of all individual children and that of various groups each term. This enables the manager to quickly identify any additional support children may need to help them meet learning and development targets. The nursery has special educational needs coordinators who work closely with the local authority additional needs team to ensure children are fully supported within the nursery. The nursery works closely with other agencies, for example, the local authority inclusion officer, to provide extra support for children. The analysis of children's progress also allows the manager to identify any extra support or training that practitioners may require.

This system of cooperation, constant monitoring and review is generally successful and

means the owner and manager are successful supporting their staff in driving forward the nursery's vision for children. In some rooms each practitioner has clear responsibility for enhancing a part of the provision to help drive forward the culture of continuous improvement. However, this does not occur in all rooms. The setting works closely with parents and schools to prepare the children for their transitions. This ensures that there is a collaborative approach to children's learning as they move on to other settings and schools.

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	EY217910
Local authority	Bradford
Inspection number	909982
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	99
Name of provider	Rainbow House Private Day Nurseries LLP
Date of previous inspection	05/05/2011
Telephone number	01274 690622

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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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