

Rainbow Day Nursery

7 Barlow Close, Amington, TAMWORTH, Staffordshire, B77 3ES

Inspection date	22/11/2013
Previous inspection date	15/04/2009

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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not fully safeguarded because staff knowledge of safeguarding issues and how to protect children is not secure. Risk assessments are not always effective in identifying all hazards and so children are not fully protected.
- Children's good health is not fully promoted as there is no-one with a paediatric first aid certificate on site at all times when children are present.
- Staff do not record injuries that children arrive at the setting with which means that children's safety and well-being is compromised.

It has the following strengths

- Partnerships with parents and others are effective which means that children's needs are supported well and transitions are as seamless as possible.
- Staff provide high quality resources, experiences and playful teaching across all seven areas of learning in a highly stimulating environment. This helps children to make good progress in their learning.

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.

Inspection activities

- The inspector reviewed a range of available documentation including risk assessments, accident forms and policies.
- The inspector observed activities in the three playrooms and outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Laycock

Full report

Information about the setting

Rainbow Day Nursery opened in 1993. It operates from a converted shop near Tamworth town centre. The nursery has three main rooms used by the children and an enclosed outdoor play area. As the nursery is located on two floors and doorways are quite narrow, accessibility for wheelchair users may be limited.

The nursery is open each weekday from 7.45am to 6pm all year round. There are currently 36 children in the early years range who attend on a full and part-time basis. The nursery supports children with English as an additional language and special educational needs and/or disabilities. The nursery is registered on the Early Years Register. Six full-time and six part-time staff work with the children. Nine staff have appropriate early years qualifications and three members of staff are unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure all staff have a secure knowledge of safeguarding issues and the procedures to follow if they have a concern in order to protect children in their care
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. The training must be local authority approved and be relevant for workers caring for young children
- ensure the risk assessment process covers specific issues relating to children's individual care and any hazards they may come into contact with, in order to help staff to make adaptations and to help to keep children safe
- develop a better understanding of how to respond appropriately to signs of possible abuse and neglect, for example, by keeping records of unexplained bruising and marks children may arrive at the setting with.

Inspection judgements

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

The quality of teaching is good because all staff's knowledge about how to teach, assess and plan to support children's learning is effective. This enables children to make good

levels of progress towards their next stage of learning, including school. This includes children with English as an additional language and those with special educational needs and/or disabilities. The focus on helping children acquire communication and language skills, and on supporting their physical, personal and social development helps all children, including babies, make good progress from their starting points. Educational programmes are effective in covering all seven areas of learning. Staff make regular and precise assessments of children and use these to plan suitably challenging activities. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. For example, each day, staff are available to talk to parents about their child's learning and they are invited to more formal meetings at the parent evenings held twice a year. The progress check at age two is completed in partnership with parents, which also means that parents are aware of the progress their child is making, whether there are any gaps in development and how these gaps will be closed.

Staff are skilful in adapting activities to meet the needs of the children they are working with. For example, staff adapt a messy activity with shaving foam and glitter as some of the children do not like touching it. The staff cover the foam and glitter with cling film on a table and the children show lots of enthusiasm as they touch and feel the texture through the cling film. There are shrieks of delight when they see the marks they make.

Staff use the children's characteristics of learning to plan activities. They encourage children to play and explore and be active. For example, children thoroughly enjoy investigating different natural objects, such as pine cones and conkers. They run up and down a transparent, home-made autumn leaf mat with excited exclamations and giggling as it crunches under their feet. Staff skilfully introduce phonics into story times to support children's language skills, encouraging their participation. For example, children are asked to shout out the letter 't' each time they hear the name of the main character of the story. The children are enthusiastic and engaged in the activity which also encourages their listening and concentration skills. Staff talk to younger children at every opportunity; they smile and copy sounds or expressions that babies make. This helps to consolidate early communication and language skills and provides a basis for future development. Sensory and exploratory play is planned for everyday and simple puzzles and discovery toys are available at low-level to enable children to have opportunities to lead their own play. Older children are very confident when choosing their own activities and enjoy playing independently with trains, small world figures, computers and dressing-up clothes. This shows that children are confident to try new things, can lead their own active play and are suitably placed for developing their learning further and have the key skills needed for their next steps in learning.

Staff use stimulating resources and children's interests well to encourage children to join in and use their bodies in different ways and this helps to support their overall physical development. The staff encourage them to use the play equipment to go up, over and under with lots of running, swimming actions and pretending to 'drag their bodies through the mud'. Children develop physical skills when they use wheeled toys, suitably negotiating other children and objects. Toddlers enjoy kicking balls to adults and other children and playing chasing games that help them to learn their bodies in different ways and while enjoying being energetic. Parents contribute to initial assessments of children's

starting points on entry and they are kept well informed about their children's progress. For example, each day, staff are available to talk to parents about their child's learning and they are invited to more formal meetings at the parents' evenings held twice a year.

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

Management do not have sufficient knowledge about the Safeguarding and Welfare requirements of the Statutory framework for the Early Years Foundation Stage to ensure that children are kept safe and their well-being is protected at all times. Nevertheless, children appear happy and settled in the nursery. Risk assessments are in place and staff understand how to minimise most hazards. However, the risks associated with individual children's needs have not been fully met.

Children sit together for their snacks and meals and enjoy a healthy, varied and nutritious diet during their time at nursery. The menu, for which the nursery received an award, offers a wide range of fruit, vegetables and other fresh, wholesome food on a daily basis. The staff sit and eat with the children and talk about what we need to eat to be healthy. This helps children learn about how a healthy diet contributes to their well-being. Younger children are encouraged to feed themselves to effectively promote their self-care skills. Sleep time is arranged so that children can sleep with minimum disruption in calm and quiet rooms. Older children have a quiet area where they can sleep or rest and children are happy and confident to go and use this area. Older children learn to manage their own personal needs, such as washing their hands and putting on their coats. Children have regular access to outside play and exercise so that they learn how this contributes to their health and well-being, which means that children's healthy development is suitably supported. Children are taught how to keep themselves safe as staff remind them not to run in the room. Children behave well and show consideration to others.

Staff have developed close attachments with their key children and the children's parents to promote children's emotional well-being. Settling-in arrangements include 'taster sessions' for new families so that staff can talk to parents about their child's care needs prior to their start date. As children move through the nursery, visits are arranged to help them become familiar with their new room and with the staff who will be caring for them and there are clear arrangements in place to ease children's eventual transition onto school.

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

Leadership and management is inadequate. There is too little understanding of the safeguarding and welfare requirements, resulting in one or more breaches that have a significant impact on the safety and well-being of children. The setting does not have anyone with a current paediatric first aid certificate on site at all times when children are present which means that management has not planned sufficiently to ensure the setting meets the legal requirements of the Statutory framework. This has a significant impact on the children's safety and well-being. Not all staff have sufficient knowledge and understanding of the setting's safeguarding policies and procedures as some staff working

with children have not received appropriate training with regard to safeguarding children. This is a failure to meet legal requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessments are in place, although, these are not always used effectively to identify and reduce risks for individual children which has an impact on their emotional well-being. Records of unexplained injuries that children arrive at the setting with are not maintained. This does not help to protect children. Robust recruitment processes are in place to check staff's suitability to work with children which helps to ensure that children are protected in the setting.

Management has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Monitoring of the educational programmes is good and, as a result, children's progress is also good. Management are able to accurately show how well children are progressing over time in all areas of learning. This means that staff are able to precisely assess, plan and monitor individual children's progress and accurately identify what they need to learn next and any emerging gaps in their learning. Teaching is good and challenging and appropriate for the age and stage of the children. Staff hold appropriate qualifications and management support continuous professional development which has a positive effect on the quality of the teaching in the setting. The manager has individual meetings with the staff which gives them the opportunity to discuss the children in their care and discuss any performance issues. Staff also attend staff meetings on a six monthly basis where they receive training and information to help with their professional development.

Processes for self-evaluation which involve staff, parents and children are not in place. The lack of monitoring of the provision has resulted in some legal requirements not being met. Links with parents are sound and include daily feedback, parents' evenings and termly reports. Parents and carers spoken to on the day of the inspection are positive about the quality of care provided. The setting has established partnerships with local schools and local support agencies to help promote continuity in children's learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	218474
Local authority	Staffordshire
Inspection number	871244
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	36
Name of provider	Janice Horton and Peter Horton Partnership
Date of previous inspection	15/04/2009
Telephone number	01827 51281

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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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