

# Rainbow Day Nursery and Out of School Club

1 Imperial Avenue, Norton, STOCKTON-ON-TEES, TS20 2EW

<b>Inspection date</b>	21/01/2014
Previous inspection date	04/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The quality of teaching and learning is good, planning is effectively linked to the observations and assessments that staff make of children so activities are organised to respond to their individual learning needs.
- Children are effectively safeguarded. All staff are well-informed about child protection issues and the premises are safe. The management team ensures that all staff fully understand how to keep children safe and follow all necessary guidelines.
- The management team is committed to improving and developing the provision so they can provide the best possible care and education for children.
- Staff have a very good relationship with parents, which means that they work together effectively to support the overall care and learning needs of children.

### It is not yet outstanding because

- Displays and books do not yet include photographs of children's families, familiar events and favourite people to further promote children's conversations.
- There is scope to improve the organisation of some group times, particularly before lunchtime, to prevent children from becoming distracted and losing concentration.

## 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 observed activities in the all the nursery rooms and outdoors.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector held a meeting with the manager and the deputy manager.
- The inspector took account of the views of parents spoken to throughout the inspection and through their written comments displayed throughout the nursery.  
The inspector sampled children's assessment records and planning documentation,
- checked evidence of suitability and qualifications of staff working with children and looked at the nursery's self-evaluation form and some written policies.
- The inspector carried out a joint observation with the deputy manager.

## Inspector

Karen Tervit

## Full report

### Information about the setting

Rainbow Day Nursery and Out of School Club was registered in 2001. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of four nurseries owned by Northumbrian Trust Day Nurseries Limited. It is located in a two-storey converted Victorian house, situated in the Norton area of Stockton on Tees. It serves both the local and surrounding areas. Children are cared for in six rooms on the ground floor and also have access to a library area on the first floor. The out of school club operates from their own rooms on the first floor. There are enclosed areas available for outdoor play. There are currently 131 children on roll, of whom 91 are in the early years.

The nursery is open Monday to Friday, all year round, excluding public holidays. Operating times are between 7.30am and 6pm and children attend for a variety of sessions. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above and one holds a level 2 qualification. The Manager has an appropriate level 4 qualification and two senior staff have Early Years Professional Status. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- extend young children's communication skills even further, for example, by sharing photographs of children's families and familiar events to introduce new words and encourage responses from children
  
- enhance the organisation of some group times to prevent children from losing their focus and concentration in order to further promote their listening and attention skills.

### Inspection judgements

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

Management and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is combined with good quality teaching and a well-resourced, effectively-organised and stimulating learning environment. The enthusiastic staff know the children well and the key person considers the individual needs, interests and stage of development of each child in their care. This information is used effectively to plan challenging and enjoyable experiences for all children. As a result, children show high levels of independence, curiosity and confidence in the setting. They

make good progress in their learning and demonstrate the key skills they need in preparation for starting school.

Small group times are organised before lunch so that children in the early years room learn about the importance of taking turns and being with others. Overall, they eagerly join in as they identify different types of weather, numbers and shapes. However, on occasions these sessions are lengthy and some children become distracted and lose concentration. Staff are very good role models as they support children in learning new songs, skilfully using props. For example, toddlers are highly enthusiastic singers and engage extremely well as they take part in 'signing tots' where they join in with the actions to favourite songs. All children receive good opportunities to make marks. For example, babies and toddlers explore interesting materials, such as foam, dough, sand and cereal, while early years children skilfully draw around stencils and write their own labels for displays. Early years children receive good opportunities to recognise their name as they self register. Staff offer babies a running commentary of what is happening and encourage them to explore things for themselves. For example, they have created different textured wall squares at the babies' level so they can touch them independently. Early years children enjoy looking at photographs of themselves at play in the nursery, confidently naming their friends and describing what they were doing. However, displays and books, particularly in the younger children's rooms, do not yet include photographs of children's families, friends, and favourite people to help develop their conversational skills further. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, babies have plenty of space to develop their crawling and walking skills. In the outdoor environment, children ride bikes and other vehicles, use large pieces of material to create their own dens and jump in and out of the tyres. Children have good opportunities to learn about the world around them. For example, they use spades to dig in the garden area in search of mini-beasts. This is supported well by staff as they encourage children to identify the different insects they have seen and to describe them.

Staff work well in partnership with parents. They gather information from parents about children's interests and complete baseline assessments together about what their child can already do at home. Individual learning journals are completed for all children, these include a range of good quality observations and photographs. Observations are linked to the areas of learning and show which age bands children are working in. This allows the setting to track children's progress over time and identify any areas for development. Parents are kept well informed about their child's learning through regular parents' evenings and summary sheets highlighting their child's progress. The ongoing sharing of information about children's interests and learning at home enables parents to actively contribute towards their child's progress and ensures continuity of learning for children. For example, parents are encouraged to complete 'boasting bubbles' about new achievements at home which the nursery proudly displays. Parents' comments about children's learning is very positive, for example, they say 'child is thriving' and that 'child comes home singing nursery songs'.

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

The nursery has a welcoming, homely atmosphere. Children are comfortable with all staff and approach them happily and with confidence. Staff are kind, caring and attentive. As a result, the attachments between them and the children are strong and this successfully promotes children's well-being. Effective settling in procedures, both for children new to the nursery and those moving rooms within the nursery, ensure children settle quickly. For example, children are allowed to bring their comforters from home to help them settle and babies' sleep at similar to times to those at home. Staff are particularly sensitive when children and their families are experiencing change at home. Parents are encouraged to telephone when they need reassurance that their child has settled. Key persons carefully plan for their children's individual learning, spending time during the day supporting them in small groups as well as looking after their care needs. Close working relationships between staff in all the nursery rooms and carefully planned routines help ensure children's individual needs are met as they move onto their next stage of learning. Parents' comments are very positive about how quickly and easily children settle into their new nursery room.

The learning environment throughout the nursery is enabling and helps children make good progress in their learning and development, with a wide range of open-ended resources being easily accessible for all children, both indoors and outdoors. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example, Chinese New Year and Diwali. Children have good opportunities to gain an awareness of diversity as they use a wide range of resources that reflect positive images of difference. For example, children delight in watching staff modelling using chopsticks, giggling as they 'have a go' themselves. Children who speak more than one language are actively encouraged to use their second language, as well as English. For example, staff are learning simple Turkish words and phrases and researching different customs, in close partnership with parents, so as to help children learn about their heritage. Children stay healthy because the nursery follows effective procedures and daily practices, which meet the children's physical, nutritional and health needs. The nursery cook prepares nutritious meals using fresh ingredients, which take account of children's individual dietary needs. All children are encouraged to develop their independence skills as they serve their own food and drinks. Mealtimes are a social occasion with children sitting and chatting with their friends. Drinks are readily accessible to all children, throughout the day, in covered jugs and age-appropriate cups and beakers. Staff sensitively support children in learning how to drink from a cup rather than a bottle.

Children concentrate and persevere very well as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Very young children are given gentle reminders to say 'please' and 'thank you'. Older children are well mannered, saying 'excuse me, please' unprompted when they want to get past someone. Their behaviour is good, as the staff share consistent expectations and set good examples themselves. Children who find it difficult to behave are sensitively supported by staff to share and be kind to each other. Older children are forming clear friendships as they play together. Posters in the bathrooms offer reminders about hand washing routines. Children in the process of being toilet trained are well supported. Suitable nappy changing procedures are in place. Children develop a good understanding of personal safety. They practise the evacuation procedures regularly and older children confidently negotiate the stairs to the first floor,

carefully holding onto the bannister. All children are given regular opportunities to access outdoors to experience fresh air and be active. There is a range of suitable outdoor clothing so children can access outdoors no matter what the weather is like. This supports their physical health and development very well.

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

The management team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements. They have a secure knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support their staff team. As a result, staff are motivated, enthusiastic and clearly enjoy working in the nursery. Successful performance management systems are in place and staff training needs are identified through regular 'job chats' and supervision sessions. Effective induction arrangements are in place, which ensures all staff are fully aware of their roles and responsibilities and are suitable to work with children. Planning and assessment systems are monitored effectively and the deputy manager works alongside staff, gaining first-hand knowledge about what is working well and addressing any issues raised. Peer observations have also been introduced to help further develop the nursery. Documentation for tracking children's progress is in place. This information accurately identifies when children are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need. Staff have a very good understanding of safeguarding and are clear about the process to report any concerns. Robust safeguarding procedures ensure that children are kept safe and secure at all times. The premises are secure, comprehensive risk assessments cover all areas of the nursery to clearly identify hazards children may come into contact with. Separate indepth written risk assessments are in place to protect children when they are on a outing. These are reviewed regularly along with all the policies, procedures and other documentation to ensure these meet current guidelines and practices. There are clear procedures in place for the use of cameras and mobile phones. Most staff hold current first aid certificates to ensure they have up to date knowledge and skills to enable them to respond appropriately to accidents or medical emergencies.

Good attention is paid to self-evaluation and promoting continuous development. Parents, staff and children are involved in this process to ensure that their views are considered when planning future improvements. For example, staff add to the self evaluation document which is easily accessible to them in the staffroom. The manager has regular meetings with other managers within the company to share good practice. Staff work well with their local authority advisors and welcome and take on board the advice and support they provide. This results in a detailed development plan that ensures the ongoing level of quality care and learning continues to be maintained and improved upon. For example, the nursery has positively addressed the recommendations raised at the last inspection and is continually looking to improve the outdoor provision. Alongside this staff in the early years room are developing the labelling of resources to encourage even more independent learning for children. Staff's continued professional development is well supported with staff accessing a good amount of training. They are encouraged to share

new skills learnt in staff meetings and to put any ideas into practice. For example, following on from outdoor training staff in the early years room have introduced pebbles to help with counting and number recognition. While staff in the babyroom have put their own treasure baskets together for babies to explore different textures.

Parents receive good quality information. Attractive displays, photographs and notices, along with regular newsletters, inform them of many aspects of the nursery. Parents are also informed about their children's care routines and activities they have enjoyed. Parents are actively encouraged to share their views about the nursery. For example, they complete three wishes and a star sheets which are creatively displayed in the entrance hall along with responses from the nursery regarding any actions they have taken to meet their suggestions. Parents are complimentary about the nursery and care of their children. For example, they say 'I like everything. I have no concerns' and that 'there is nothing I am not happy about'. Staff have good links with other professionals and agencies to support children with special educational needs and/or disabilities if the need arises. The nursery has strong links with the nearby nurseries and schools and is constantly looking at different ways of engaging with other settings children attend to ensure continuity in children's care and learning. For example, they have introduced shared communication books for children who receive wraparound care with them.

### **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	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

<b>Unique reference number</b>	305980
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	876769
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	131
<b>Name of provider</b>	Northumbrian Trust Day Nurseries Limited
<b>Date of previous inspection</b>	04/02/2010
<b>Telephone number</b>	01642 555096

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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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