

Rainbow Childcare

152 Wakefield Road, Ossett, West Yorkshire, WF5 9AQ

Inspection date	22/01/2014
Previous inspection date	06/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 acquiring the necessary skills to become ready for school because practitioners plan activities that meet their individual needs and interests and offer a good degree of challenge.
- Effective partnership working with parents means that there is a continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they demonstrate friendly behaviour and are learning to respond appropriately to the feelings of others.
- Children are safeguarded because the management team and practitioners have a good understanding of their role and responsibilities for child protection.

It is not yet outstanding because

- Practitioners sometimes miss occasions for older children to be independent in their everyday tasks, especially at mealtimes. As a result, children are not always provided with opportunities to fully extend their independence skills.
- Outdoors, resources are not always accessible or sufficient in quantity to allow children to direct their own play and learning.
- There is scope to further establish relationships and information sharing with teachers from other schools in the local area to promote even higher levels of consistency in children's care and learning, to ensure their needs are fully met.

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 conducted a joint observation with the manager.
The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation documents.
- The inspector observed activities in the five playrooms and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day of the inspection to gain their views on the quality of the nursery.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Rainbow Childcare was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The company has been trading since 1988. It is situated in a purpose-built premises in the Ossett area of Wakefield. The nursery serves the local area and is accessible to all children. It operates from five playrooms and there is an area available for outdoor play. The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and level 3.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending who are in the early years age group. 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:

- strengthen children's confidence and independence in their everyday tasks, for example, by allowing older children to put out their own cups at mealtimes, serve their own breakfast cereal and provide smaller jugs, allowing children to pour their own drinks
- ensure that children have access to all resources during outdoor play to encourage them to direct their own learning and curiosity and provide sufficient balls for the numbers of bats, so children can play with their friends
- enhance relationships and information sharing with teachers from other local schools that children attend, to promote even higher levels of continuity in their learning.

Inspection judgements

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

Practitioners have a good understanding of how children learn through play and the quality of teaching is good. There is a sound balance of adult-led and child-initiated play based activities, which practitioners plan together as a team in each room and individually for their key children. This ensures that children are provided with experiences that they enjoy and that offer them a good degree of challenge, based on their individual needs and interests. Parents also update practitioners regularly about their children's interests at

home. This helps to ensure that practitioners are planning appropriately for children's ongoing development. Children are regularly observed and practitioners identify their next steps in learning. In addition, children's characteristics of learning, such as their level of motivation, engagement and critical thinking, are also recorded. Practitioners make regular and comprehensive assessments of children's learning, including the completion of the progress check at age two years. This is shared with parents and ensures children's development is tracked effectively.

Children throughout the nursery are gaining a good range of skills to support their future learning and their move onto school. For example, older children show how they can sit quietly and listen attentively, as practitioners call out their individual names to complete the morning register. Open questions direct the children to talk about suitable clothing for the weather outside, which one child describes as 'dull'. Children confidently name the days of the week and practitioners extend their learning by asking them to say the letter sound for 'Wednesday'. This promotes children's early literacy and writing skills, as they begin to link sounds to letters. Toddlers and babies show how they can imitate actions, as they tap their knees and shake their heads to well-known nursery rhymes. Practitioners also promote their early understanding of mathematics, as they choose songs, which encourage them to count to three. Babies demonstrate their early understanding of technology, as they learn to operate toys with buttons, levers and simple mechanisms. Practitioners use a range of resources to teach children of all ages about early aspects of shape, space and measure. For example, babies are supported to fit shapes into 'peg puzzles' and older children complete jigsaw puzzles, which test their critical thinking, as they find ways to solve problems.

Practitioners build good relationships with parents and ensure that they are involved in their children's learning and development from the start. Parents' contribute to initial assessments of children's starting points on entry and are kept well informed about their children's progress. Practitioners provide parents with good information to support their children's learning at home. For example, parents of older children receive information booklets that include activities to promote children's phonic knowledge at home. This shared approach to children's learning and development successfully contributes to the good progress they make and demonstrates a continuity of learning between home and the nursery.

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

The role of the key person is implemented effectively into the nursery ensuring children form secure emotional attachments with practitioners. For example, older children show their affection for people who are special to them, as they openly ask practitioners for cuddles. In addition, babies like being held and snuggle into their key person, as they enjoy one-to-one time with them. Children in all rooms move around freely and explore their environment. This is because resources are stored at age-appropriate heights, which allow children to be independent, play with their friends and use their imagination. Practitioners' interactions with children are playful and effective. For instance, they offer lots of praise and encouragement, eye contact and smiles. Consequently, children are supported emotionally to be confident, happy, safe and secure. Parents share good

information with practitioners before their children start, such as things they like to play with, sleep routines, food and dietary requirements. In addition, practitioners share with parents a brief introduction about themselves and their level of qualification. This helps to make sure that good relationships are built from the start and that planning for children's transition is effective in meeting their individual needs.

Practitioners act as good role models in the nursery and good levels of practitioner supervision ensure children learn consistent boundaries for their behaviour. Any slight incidents of frustration are dealt with appropriately and older children demonstrate how they are beginning to learn about managing their feelings and behaviour. For example, during outside play, an older child shows sensitivity to the needs of a toddler, as they kindly give up the scooter, so the child can have a turn. This helps children to prepare for their next stage in learning, which is usually starting school, as they learn to respond appropriately to the feelings of others. Practitioners ensure that children of all ages are provided with appropriate seating at mealtimes. This aids children's stability and helps to support their hand to mouth coordination, as they begin to develop their self-care skills. Consequently, babies demonstrate how they can grasp finger foods and bring them to their mouth and toddlers feed themselves confidently using forks. However, older children are not always provided with opportunities to be independent in their everyday tasks. For instance, practitioners give out their cups, serve their breakfast cereal and pour their milk and water. This is because the jugs are too big and heavy for children to handle themselves. Children's understanding of healthy eating is promoted well, as practitioners talk about healthy food options. For example, older children learn that they can have a 'treat' if they eat their fruit and vegetables first. Children learn to gain an understanding of risk through their activities. For example, older children take sensible action to keep safe, as they sweep up sand and mop the floor during water play.

Good nappy changing procedures are followed and practitioners ensure that good hygiene practices keep children safe and healthy. For example, more mobile babies learn to wash their hands after nappy changes and before mealtimes. In addition, practitioners encourage toddlers and older children to manage their own personal needs, including going to the toilet independently. Frequent opportunities are provided for children to enjoy daily fresh air and take part in a range of activities to promote their physical development. For example, children develop their large and small muscle skills, as they use wheeled toys and play with bats and balls. However, sometimes there are not enough balls for the number of bats available to children. In addition, resources are not always accessible to allow children to direct their own learning. Children are emotionally well prepared for their move within the nursery and to the local school, as key persons provide good support to prepare them for their transition.

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

Since the last inspection by Ofsted where the nursery received a number of actions to improve, the management team has implemented effective changes to the deployment of practitioners. Consequently, staffing arrangements meet the needs of all children throughout the nursery, ensuring their safety at all times. Also, robust recruitment

procedures have been enforced to include the efficient recording of vetting processes. The management team continues to ensure that practitioners have the required skills and qualifications to fulfil the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their suitability to work with children. The management team and practitioners are fully aware of their roles and responsibilities to safeguard children in their care. Practitioners attend relevant training and know how to respond appropriately to any signs of possible abuse and neglect. Safeguarding policies and procedures include the use of mobile telephones and cameras in the nursery, to protect children from their misuse. Furthermore, they include the procedure to be followed in the event of an allegation being made against a practitioner. Written risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards, to keep children safe and well. All previous actions and recommendations have been addressed and completed.

Children's development is monitored to help ensure that they have access to a broad range of experiences that cover the seven areas of learning. Practitioners are knowledgeable and have a good understanding of the learning and development requirements. Therefore, children's assessment records display an accurate understanding of their skills, abilities and progress. Tracking systems help to recognise children with special educational needs and/or disabilities, so appropriate intervention can be sought, to help ensure they make good progress towards the early learning goals. The management team has a good overview of the quality of teaching through regular observations. There are effective systems for performance management and practitioners are monitored and under-performance is tackled swiftly. Annual appraisals and bi-monthly supervisions are implemented to secure opportunities for continued professional development. The management team understands the importance of well-qualified practitioners and supports them to attend regular training courses to develop their knowledge of childcare practices, to benefit children.

Planned actions to overcome weaknesses have been concerted and effective. Self-evaluation effectively takes into account the views of parents, children and practitioners and recognises strengths and weaknesses. The drive for improvement is identified by a clear improvement plan that supports children's achievements over time. Partnerships with parents are strong and parents are very positive about the nursery. Parents feel their children are well supported and describe staff as 'friendly' and 'happy'. Regular newsletters are issued for parents, to keep them informed of any changes and special events in the nursery. The nursery also has good relationships with other external agencies. These include the local authority special educational needs and/or disabilities team and consultant teachers who provide support and guidance to the nursery. Good relationships exist with the local 'feeder' school and information is shared about children's progress through transition documents. However, there is scope to further enhance the relationship and information sharing with other schools in the local area, in order to ensure that there are even higher levels of continuity of care and learning to meet the needs of children.

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

Unique reference number	EY315014
Local authority	Wakefield
Inspection number	925897
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	102
Name of provider	Anna McKann
Date of previous inspection	06/02/2013
Telephone number	01924 277260

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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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