

# Happy Rainbow Nursery

2 Ward Street, Coseley, WOLVERHAMPTON, WV14 9LQ

## Inspection date

22/11/2013

Previous inspection date

02/12/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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## The quality and standards of the early years provision

### This provision is inadequate

- Assessment and observation are not being carried out or monitored consistently, this means that children's next steps are not being accurately identified and targeted to close any gaps in their learning.
- The safeguarding policy is not clear and detailed enough to demonstrate what action to take if an allegation is made against a member of staff. As a result, safeguarding procedures are weak.
- Staff in the baby room have a poor understanding of the prime areas of learning, this results in weak teaching that is not matched to all children's needs.
- Staff's knowledge of how to best manage challenging behaviour is sometimes lacking, and as a result, children do not always learn to behave in ways that are safe for others.

### It has the following strengths

- Staff have developed sound relationships with children which helps to promote their emotional well-being.
- The nursery is well-resourced and welcoming, both indoors and outdoors to promote children's all-round development.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key person.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.

## Inspector

Kerry Wallace

## Full report

### Information about the setting

Happy Rainbows Nursery opened in 2009 and is privately owned. It operates from a single storey building in Coseley, between the towns of Dudley and Wolverhampton in the West Midlands. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am to 6pm, all year round. Children attend for a variety of sessions. The children are cared for in two main rooms with two enclosed outdoor play areas. There are currently 47 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 15 members of staff working directly with the children, four whom have appropriate early years qualification to level 2 and are studying towards their level 3. Eight staff members are qualified to level 3, one to level 4 and one to level 5. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

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

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

- improve the effectiveness of observation and assessment by; developing staff knowledge of how to complete observations of children and use these to identify and target their next steps, so they make good progress in every area of learning
- improve the monitoring of observation and assessment by; ensuring manager and senior staff regularly review the quality and content, so that they are confident that staff are knowledgeable and understand the process
- update the safeguarding policy to ensure the procedures to follow if an allegation is made against a member of staff reflect Local Safeguarding Children Board guidance.

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

- develop an appropriate system for dealing with behavioural management issues to ensure children are kept safe and to promote positive behaviour amongst all children.

## Inspection judgements

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

Staff create a welcoming learning environment which is well resourced and creates an interesting and stimulating place to learn. For example, the pre-school room has a home corner with a comfy sofa which encourages children to sit and talk with each other during imaginative role play. There is a wide selection of resources available which children are encouraged to access. The children enjoy a wide range of books and there is a display showing the 'Book of the Week'. The display shows pictures of animals in the book which the children have painted. These are exhibited at children's height. There are many resources to promote equality and diversity, such as multicultural dolls and wall friezes. Staff use appropriate teaching methods to communicate effectively with children to engage and extend their play. For example, staff encourage older children to count how many children are present and then to identify who is missing. The baby room has a good selection of resources that are well kept and suitable for use. For example, babies play with programmable toys on the floor and enjoy pressing buttons and listening to different sounds. Staff form good relationships with babies as they encourage cuddles and offer reassurance to them when exploring in the nursery. However, staff in the baby room do not have a secure knowledge of the prime areas of learning, as stipulated in the Early Years Foundation Stage. As a result, the planned learning experiences offered to babies do not consistently build on what they already know and can do. The nursery has improved the outdoor area to include safety flooring and includes a wide range of resources, such as a gardening area, swings, play house and several ride-on toys. Children have daily access to the outdoor area and clearly enjoy being outside with staff who are enthusiastic about playing with the children. This was evident as staff organised races for the children which they were excited about and pushed children on swings while singing nursery rhymes.

Observation and assessment are not consistent in quality and are not accurate enough to build on children's progress. The progress check at age two is not being completed thoroughly or in a timely manner and does not clearly identify any areas where the child's progress is less than expected. Consequently, assessment is ineffective as it does not clearly identify children's next steps and how staff can target any gaps in children's learning and development. As a result, children are not consistently gaining the skills to prepare them for their next stage of learning, such as moving on to school. Observations of children are not completed accurately with incorrect bands highlighted; some staff were merely copying out narrative from the early years outcomes document and stating development age bands as their description of observing a child. This means that written observations do not identify what children have achieved and what they should be doing next in planned activities.

Staff fully understand the importance of involving parents in their child's learning and they have worked hard to try different ways to engage them. They share information on a regular basis; this includes daily discussions, regular newsletters and communication books. Staff work collaboratively with parents to improve learning and development for individual children; however, this is sometimes not actioned in a time to effectively close gaps in learning.

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

Children form close attachments with caring staff who are motivated and work cooperatively together. Children's transitions from home are well supported. Prior to joining the nursery, staff carry out home visits and encourage parents and children to visit nursery and spend time playing, this ensures that good partnerships are established with parents. As a consequence, children settle well and are eager to learn. This was evident as a child who was spending her first day in nursery seemed settled and secure in playing with other children. When children start at the nursery, staff gather information from parents about their children's individual needs on 'all about me' form and through verbal discussions. Overall, this contributes to meeting the child's emotional well-being and promotes continuity of care.

Key persons are assigned to each child and this is made clear to parents verbally and by lists on notice board. Key persons have a secure knowledge about their children and are able to comfort children who appear unsettled; this was evident in the baby room as children received cuddles from their key person. Staff take time to compile individual files containing photographs, art work and observations of children, however, upon examining observation contents it is apparent that staff do not complete these in a consistent uniform manner and some are not completed accurately.

The learning environment for children is safe, clean and welcoming. Staff complete daily risk assessments both indoors and outdoors. This means sound safety precautions are in place to minimize hazards and accidents. Children develop an understanding of ways in which to keep safe both indoors and outdoors and staff reinforce this by reminding children to have their 'walking feet' on as they encourage children to walk rather than run indoors. On the whole, most children are well behaved but there are some children who display challenging behaviour towards other children. Staff deal with this to the best of their ability. Staff knowledge of how to manage challenging behaviour has been identified by management as an area to address. However, this has not been acted upon to provide staff with more effective tools to improve children's behaviour within nursery. Staff effectively promote children's health and well-being as they remind children to use antibacterial hand wash prior to having snack. Children enjoy helping themselves to breakfast cereals and choose their own bowls and cutlery. Staff foster children's independence as they encourage children to pour their own drinks.

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

Management and staff strive to ensure that children are well protected in the nursery because it is well organised and staff supervise children well. They ensure that a designated person is responsible for answering the door to parents and visitors so that other staff can focus on receiving children in to the nursery. Parents know safeguarding practices, such as not using mobile phones and a poster on the notice board also reminds visitors of this. All staff have attended safeguarding training and are aware of the signs and symptoms of abuse or neglect and their own responsibilities in promoting safeguarding in the nursery. The safeguarding policy has been amended since the last inspection, however it is still does not make clear on what to do if an allegation was made against a member of

staff, in particular who would investigate any concerns. When discussing this with the manager, it was clear that she had an appropriate knowledge and understanding of what to do in such circumstances. However, this does not ensure the correct procedures can be implemented at all times to assure children's safety. Appropriate recruitment and vetting procedures are in place to ensure staff are safe and suitable to work with children.

Staff are appropriately qualified for their roles, however, there is some inconsistency in the quality of teaching across the nursery. Staff are well deployed around the nursery both indoors and outdoors, this contributes to maintaining adult to child ratios, supporting children and keeping them safe. Good procedures are in place for administering medicine and dealing with accidents and incidents. Managers aspire to improve different aspects of the nursery and look for support from their local development worker, for example refurbishing the outdoor area, improving induction processes and assigning one person daily responsibility of receiving children into nursery. Managing children's behaviour is an area which managers and staff have identified as needing improvement but there has been little progress to address this, resulting in some children demonstrating challenging behaviour that puts other children at risk. Performance monitoring of staff is ineffective as weaknesses in observation and assessment are not identified which results in breaches of requirements that have a significant impact on children's learning; the progress check at age two is not being completed in a thorough manner to meet the requirements of the Statutory framework for the Early Years Foundation Stage. This has an impact on children's learning as gaps are not closing quickly enough and next steps are not identified.

Staff understand the benefit and importance of good relationships with parents and wider professionals and explain how these are used to promote the care and development of children. For example, they work with speech and language therapists to improve children's speech. Parents and children are welcomed into the nursery and staff strive to maintain good partnerships with parents. Noticeboards and newsletters provide parents with lots of useful information and the nursery ensures that parents are kept up to date with changes such as safeguarding legislation. Parents say staff are friendly and share information about their child's day and feel their children are safe and well cared for. They particularly like how the nursery promotes family values and enjoy socialising with staff.

### **The Childcare Register**

The requirements for the compulsory 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>	EY392641
<b>Local authority</b>	Dudley
<b>Inspection number</b>	873990
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Happy Rainbows LTD
<b>Date of previous inspection</b>	02/12/2009
<b>Telephone number</b>	01902 670707

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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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