

Rainbows Day Nursery

13 Grosvenor Road, Bircotes, DONCASTER, South Yorkshire, DN11 8EY

Inspection date

17/03/2014

Previous inspection date

01/06/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- A well-established key person system supports children to build good relationships with staff ensuring they feel secure.
- Effective partnerships with parents and carers make a sound contribution to supporting children's well-being and increasingly, their learning and development.
- Babies and children's progress is generally monitored effectively as a result of regular observation and assessment by staff. In particular, staff in the baby room confidently use these to guide their planning and ensure that individual children's needs are met.
- Children's behaviour is good. This is because children are treated with respect and every child is treated as an individual.

It is not yet good because

- The provider was unable produce records of Disclosure and Barring Service checks for all members of staff to demonstrate the appropriate checks had been carried out to prove their suitability to work with children.
- Risk assessments are not always carried out for individual outings to identify potential hazards and the steps required to maintain children's safety.
- Observation and assessment does not always link with the planning to identify ways to extend the progress of individual children and groups of children so they make the best possible progress.

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 looked at a selection of policies, procedures and relevant documentation, including the learning records and observations of children.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed the children in all areas of the nursery and in the outdoor area.
- The inspector carried out a joint observation of an activity with a staff member.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and the provider's self-evaluation and improvement plan.

Inspector

Ann Hume

Full report

Information about the setting

Rainbows Day Nursery registered in 2009. It operates from a purpose built building in Bircotes, Doncaster, situated on a corner of a side street just off a main road. There are two separate indoor play areas where children are cared for in groups according to their age and level of ability. Space for children aged under two years is provided on the first floor while children aged two years and above are cared for on the ground floor. There is access from the ground floor room to an enclosed outdoor area. The nursery serves families from the local and surrounding areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 41 children in the early years age range on roll. The nursery provides funded early education for two- three- and four-year-old children. The nursery also offers care to children over five years of age. Opening hours are each weekday from 7.30am to 6pm, for 51 weeks of the year, closing for public holidays and one week at Christmas. There are seven members of staff working directly with children, of whom, five staff hold relevant qualifications at level 3, one staff member at level 4 and one is an apprentice. 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 records of Disclosure and Barring Service checks, the reference number, the date a disclosure was obtained and the details of who obtained it are available for inspection for all members of staff
- ensure risk assessments identify the steps required to minimise risks or hazards to children on different types of outings, in particular when a lone member of staff takes a child home
- ensure that planning is informed through linking observations made using assessment documentation enabling differentiation in group activities for individual children, to support their learning and development effectively.

Inspection judgements

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

Children are happy and settled in the nursery environment. Staff have a sound knowledge and understanding of how to promote children's learning in all seven areas of learning and development. There are systems in place for observation and assessment. However, these do not always link with the planning and do not identify differentiation between individual

children and groups of children. As a result, teaching is sometimes inconsistent and planned activities do not always effectively support or identify individual children's next steps. Assessments including the two-year-old progress check identifies progress children make and the regular tracking and monitoring by the manager ensures that gaps are identified and support is offered to address any gaps in children's learning. For example, staff refer to outside agencies, such as the speech and language team to provide support for children with communication delay. The learning records contain observations and identify the age and stage of development for each child. They give detail of the progress the children make. Discussions with parents show that they value the learning records and the information shared with them by staff. This helps them to support children's learning and development between the home and nursery environment.

Children develop good physical skills as they play in the garden. For example, children engage in ring games and learn how to take turns and share. They use a parachute supported by staff and take it in turns to run underneath it as other children lift it from the floor. The children squeal with delight and laugh loudly showing they are enjoying the activity and are fully engrossed in it. The nursery is inclusive and children are developing their skills in making a positive contribution. This is evident when staff and children use sign language to communicate. For example, a child is getting ready to line up for lunch and he makes the sign for 'lining up'. This is recognised by the staff member who suggests he goes and shows the other children. On doing so they too recognise the sign and line up behind him ready to wash their hands before lunch.

Staff are aware of children's individual needs, characters and interests and use this information to plan for their future learning. Staff demonstrate an understanding of how children learn and develop and how they can support this through interactions and activities. Child-initiated play is promoted well and by using their interests children are supported to make progress in their learning and development. For example, a child is playing outside in a den, he comes back into the playroom and informs the inspector he is a 'dinosaur'. He identifies that he is a T-Rex dinosaur and he roars. A staff member observes this and interacts with him extending his thinking. She asks what he might eat and he replies 'leaves from the top of the tree'. She asks how he will reach them and he responds 'because I have long legs'. She enables the child to explore his imagination further through open-ended questions and explores his critical thinking skills. This appropriately supports their future learning and prepares them for their next stage of learning, such as moving on to school.

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

The children form secure attachments with the key person, which helps them to move with confidence between their home and the nursery. Children in the baby room are supported effectively by staff who demonstrate a good understanding of how to meet their needs. Staff inform the inspector how information gained from parents when a child starts at the nursery identifies clear starting points and helps them to support babies effectively. For example, a parent who is still breastfeeding her baby is supported to continue doing so, and staff ensure they can accommodate her needs through storing

expressed milk appropriately. Children's learning records contain observations that demonstrate the good progress children make. A two-way flow of information between parents and staff through a daily diary ensures that children's learning and development is supported and home links secured.

The staff have clear boundaries in relation to behaviour management and there is a designated behaviour management coordinator. Staff are observed to manage situations of conflict well ensuring children's well-being needs are met appropriately. This supports children's physical, social and emotional development and helps them to prepare for transitions within the nursery and ultimately when they go to school. Staff are deployed effectively to ensure children are supervised appropriately and ratios are maintained at all times. This helps children to feel safe and emotionally secure as they develop positive relationships with the staff. Children are offered regular drinks and provided with healthy snacks. Staff act as positive role models by reinforcing good hygiene routines and demonstrating good manners by reminding children to say 'please' and 'thank you'. Children are observed to wash their hands prior to snack and lunchtime and after engaging in messy activities. Babies and children's individual health and dietary needs and care routines are understood by staff and effectively met. The nursery employs a cook who provides a broad range of healthy menu options to support children's awareness of healthy eating. Babies and children benefit from opportunities to socialise especially at meal times when children and staff sit together. Staff encourage children to independently use utensils and in promoting their social skills through role modelling and conversation.

Daily risk assessments for equipment, resources and the environment are completed to ensure the premises are safe and secure. Risk assessments are also usually carried out for individual outings. However, occasionally a child is taken home by a staff member, but management have overlooked the need to carry out a separate risk assessment to identify any additional hazards associated with the staff member being solely responsible for the child outside the setting. Parents are aware of the complaints procedure, which is displayed, in the main entrance of the nursery alongside the Ofsted contact details. The manager records any complaints in the log in line with the requirements. Regular fire drills ensure that staff and children are familiar with emergency evacuation procedures and these are documented accordingly.

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

Although generally documentation is maintained well, some key documents relating to staff suitability are not available for inspection, as required. For example, the provider was unable to produce a record containing details of the Disclosure and Barring Service checks carried all members of staff. This is a breach of legal requirements of the Early Years Foundation Stage. There are a range of written policies and procedures which are reviewed and updated as necessary and these underpin practice in the nursery. The manager of the nursery gives clear support and guidance to staff who demonstrate good awareness of their responsibility to protect children from harm. Staff have attended safeguarding and paediatric first-aid training and share information with relevant agencies

to keep children safe. Children are supervised effectively during their play and efficient staff deployment ensures children's needs are met. Secure collection procedures are in place to ensure children are only released to authorised adults. All visitors show their identification, sign in the visitor's book and are fully supervised whilst in the nursery.

The staff understand their responsibility to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager monitors the progress of children by using a tracking sheet to identify any gaps in their learning and development. She speaks regularly with staff through informal daily communication as well as more formal supervision and appraisal to ensure staff are supported in their roles to enable them to meet children's individual needs. The manager seeks regular feedback from parents via questionnaires and provides them with a termly newsletter to keep them informed of any developments. The manager has identified that she needs further support in managing the nursery and is addressing this through the recruitment of a permanent deputy manager.

The nursery has good relationships with parents. Daily verbal exchanges upon drop off and collection times and communication books support parents to be fully involved in their children's learning and development. Parents are happy with the nursery and find the staff welcoming and approachable. They feel they are fully informed of what their children do during their time at the nursery. Parents comment on the progress children have made since starting at the nursery with regard to their key skills, such as sharing and taking turns as well as number and letter recognition.

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	EY403511
Local authority	Nottinghamshire
Inspection number	875229
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	41
Name of provider	Keely Williams
Date of previous inspection	01/06/2010
Telephone number	01302743388

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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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