

Rainbow Day Nursery

7 Barlow Close, AMINGTON, Tamworth, Staffordshire, B77 3ES

Inspection date	19/02/2014
Previous inspection date	22/11/2013

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

- The managers and staff closely supervise children at all times. They deal with behaviour incidents appropriately and keep parents fully informed about all aspects of their child's care.
- Detailed and timely information is shared with each child's parents to inform them of their child's learning and progress. Parents are welcome to come into the nursery at any time to discuss their child's progress and to share their views and/or concerns.
- Safeguarding procedures are robust because managers conduct rigorous recruitment and vetting checks to ensure that all staff are suitable to work with children.
- The quality of teaching and learning is good because staff engage children's lively and enthusiastic interest in a broad range of stimulating games and activities, both indoors and outside.

It is not yet outstanding because

- Staff do not always extend opportunities for children to recall and sequence events at the end of a story.
- Staff do not always use visual prompts effectively, such as photographs and picture cards, to extend children's concentration and communication skills, particularly boys and children who speak English as an additional language.

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 observed activities in the nursery, indoors and outside and conducted joint observations of children's play and learning experiences with the manager.
- The inspector held discussions with the provider, the manager and key persons and spoke to a number of children present on the day of inspection.
The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and two-year-old progress checks.
- The inspector checked evidence of; suitability and qualifications of the staff, quality assurance records and the provider's self-evaluation form and an improvement plan.
The inspector took account of the views of parents from information received by Ofsted and from speaking to parents at the inspection. The inspector also took account of parents views received as part of the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Rainbow Day Nursery was registered in 2000 and is on the Early Years Register. It is situated in Amington, Tamworth, Staffordshire and is managed by a private partnership. The nursery serves the local area and is accessible to all children. It operates from a two-storey converted shop and there is an enclosed area and extended garden, available for outdoor play.

The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 41 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is a member of a recognised professional organisation.

What the setting needs to do to improve further

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

- extend opportunities for pre-school children to respond to what they hear with relevant comments, questions or actions. For example, by encouraging them to look at and talk about stories and pictures in more detail
- extend opportunities for boys and children who speak English as an additional language to use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Inspection judgements

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

Staff provide a broad range of stimulating and fun activities that ignite children's curiosity, interest and enthusiasm for learning. As a result, babies and young children freely explore their environment and develop their sensory awareness, as they investigate a variety of natural and household materials. They show high levels of interest in their home photographs and story books, which they have helped to create, which stimulates their ability to communicate their thoughts and feelings. Older children listen carefully and participate enthusiastically in stories and rhymes and develop their imagination through small world and creative play. Key persons skilfully observe, assess and evaluate children's progress, taking into account what each child knows and can do. This successfully guides and informs their next steps planning, so that each child makes good progress towards

the early learning goals. Staff use effective teaching methods overall, to support and develop children's skills and capabilities, across all areas of learning. For example, they ask prompting questions which encourage children to think and solve problems as they learn how to fix simple and more complex jigsaw puzzles. Staff skilfully encourage children to talk about 'what might happen?' as they use a variety of tools to scoop up and pour out the sand. They listen carefully to children's spontaneous conversation and respond with positive comments, as children talk excitedly about things they like to do at home and in nursery. Staff know when to stand back to allow children time to develop their own ideas, such as making music with the displayed pots and pans in the garden. They skilfully intervene to guide children, as they help them learn how to turn the handles on a bicycle and how to play cooperatively together to make a tandem tricycle work. They build on children's familiar experiences to help them develop an awareness of space and direction. Consequently, children move around on wheeled toys with confidence and successfully negotiate their way around obstacles.

Pre-school children listen intently to stories and concentrate very well, as they repeat familiar end words and sentences. This develops their early literacy interest. However, staff do not always extend opportunities for children to recall and sequence events when a story has finished. Staff engage children in well-planned and purposeful learning games, such as picture noughts and crosses, to develop children's understanding of the changing seasons. They introduce attractive picture prompts to start off conversations about the difference between sunny and snowy weather. This engages children's initial interest and helps them to describe weather patterns and change. However, they do not always use these visual prompts effectively as some children, particularly boys, are not always encouraged to talk more about what they see and understand.

Staff work well with parents and external agencies to identify and support children's individual learning and progress. They use early years assessment tools, such as the progress check at age two, effectively to ensure that children's progress is secure. This ensures that early support is provided when additional help is needed. Staff introduce some useful visual labels and some spoken words, along with dual language books, to support children's communications in their home language. However, there is scope to extend the use of children's spoken home language in their everyday play and learning activities, in order to enhance their already good communication and language development. Detailed learning journal information is regularly shared with parents, carers and other childcare professionals, to ensure continuity in children's progress as they transfer from home to nursery and to school. This prepares children well for their next stage in learning.

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

Staff create a warm and welcoming environment which helps children and their families feel settled and comfortable. As a result, children separate happily from their parents and quickly make choices about what they want to play with and do. Staff closely supervise children at all times and intervene with firm, but sensitive support to help children understand expected rules of behaviour. For example, babies are given close and comforting attention during their everyday play and daily routines. Young children are

spoken to at their level and with respect, when they need to follow rules that help them to use toys and equipment in a safe way. Pre-school children learn how to behave respectfully towards others, within a supportive environment. Children participate in varied activities and events throughout the year, which help them to learn about people and communities and their own and other cultures, beliefs and traditions. This helps them to value diversity and difference.

Staff demonstrate good health and hygiene procedures, which help children to understand the importance of healthy lifestyles. As a result, all children benefit from regular fresh-air and exercise outdoors. They eat nutritious meals and snacks and have good access to a drink of water, or their own juice, when needed. They sleep and rest according to their individual routines, which promotes their healthy growth and development. Staff are vigilant about children's personal care needs, ensuring that babies have their nappies changed frequently and that young children learn how to wipe their nose with a tissue. Staff practice rigorous infection control, by monitoring children's temperature when they show signs of being poorly and by operating an appropriate exclusion period to prevent the spread of infection. This secures children's comfort and good health. Children are gaining an understanding of risk through activities that encourage them to explore their environment. Staff conduct appropriate risk assessments to ensure the indoor and outdoor environment is safely maintained. The outdoor play area and extended garden is thoroughly checked to make sure that it is suitable for children to use. This means that children's safe care is assured.

Key persons form strong bonds and positive relationships with children and their parents and other carers, who share their time with individual children. They offer sensitive guidance and support about all aspects of a child's care and learning, to promote consistent and positive communications. They share timely information about children's next stage in learning, so that children transfer to new situations with confidence. This secures children's emotional well-being.

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

This inspection was brought forward following concerns being raised regarding: children's safety and supervision and information provided for parents. In February 2014, Ofsted received information that on two separate occasions a child suffered an injury as a result of a repeated behaviour incident. At an inspection it was found that after each incident the staff followed their procedures and took appropriate action to administer first-aid treatment and record information. The manager took appropriate action to inform parents of the individual incidents and to advise appropriate behaviour management strategies, to support children in the nursery and at home. The manager has since conducted a thorough behaviour management policy review and risk assessment. She has identified specialist training for staff to help them develop additional techniques for supporting children's behaviour and play. At the inspection it was observed that staff provide good levels of supervision throughout the day. Leaders and managers implement robust safeguarding procedures so that children are well-cared for and protected. All staff employed by the provider hold a relevant, updated Disclosure and Barring Service check.

Staff demonstrate good knowledge and understanding of safeguarding procedures. They confidently describe what signs and symptoms to look for and what action to take, if they are concerned about a child's safety and well-being. Policies and staff appraisals are updated annually and as part of a 'policy of the month' review, throughout the year. This successfully secures safeguarding and all other procedures.

The manager conducts regular reviews of the educational programmes and the quality of teaching, by overseeing the planning and assessment procedure. This ensures that she knows what children are learning and the level of progress each child makes. This enables her to monitor and support staff so that children receive good quality learning experiences. She welcomes advice from early years advisors and actively seeks their guidance and support, to ensure that all children receive the support they need. This ensures children's good progress.

Self-evaluation is effective because it leads to timely review of practice and prompt action to bring about future improvements. As a result, the manager and staff have recently introduced new ways of engaging parents in their child's learning and next steps development. For example, the key person 'buddy' system strengthens continuity between the nursery and home, because consistent information is gathered and shared about children's individual 'wow' moments. This provides greater opportunities for staff to help children celebrate and talk about their individual achievements. A member of staff is currently training to become a 'boy ambassador' in order to strengthen the support and monitoring of the progress boys make in their learning and social interactions. All of the actions from the previous inspection have been promptly addressed. Consequently, the provider and manager have significantly improved the outcomes for children. For example, all safeguarding information is now up-to-date and in-line with current guidelines and regulations. The provider and all of the staff have attended recent safeguarding training. They now fully understand how to respond to any areas of concern and how to keep appropriate records of any significant incidents or injuries. All areas of the nursery are thoroughly risk assessed before use and appropriate records are maintained. This includes relevant care plans to ensure that hazards are identified and risks are reduced to promote an inclusive environment for children with special educational needs and/or disabilities. All supervisors and staff now hold a relevant qualification at level 3 and the majority of staff now hold a current paediatric first-aid qualification. There is a planned programme of renewal within the next three year expiry date, which will ensure that all staff hold this important qualification. Partnerships with parents, other providers and external agencies are strong and supportive. The managers and staff take great care to discuss the individual requirements of each child, prior to their first day of attendance. This helps children settle and become familiar with new surroundings. Parents are welcome to come into the nursery at any time to discuss their child's progress and to openly raise any concerns. Their ideas and suggestions for improvement are valued as part of the improvement plan. Parents spoken to at the inspection state that they are very happy with all aspects of the provision and their child's individual progress in the nursery and at home. The provider has received positive feedback from the recent early years quality assurance advisor, which demonstrates that the provider continues to make good progress.

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	954464
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	41
Name of provider	Janice Horton and Peter Horton Partnership
Date of previous inspection	22/11/2013
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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