

# Rainbow Day Nursery

409 Brant Road, Waddington, LINCOLN, Lincolnshire, LN5 9AL

<b>Inspection date</b>	01/05/2014
Previous inspection date	22/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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

- Effective partnerships with parents support a consistent approach to children's learning both at the setting and at home.
- The teaching skills of staff working with the younger children effectively promotes their developing communication skills.
- Staff have a secure understanding of how to safeguard children. Consequently, children are kept safe and secure in the setting.

### It is not yet good because

- Teaching in the preschool room is over-directed at times, which lessens children's opportunities to explore and learn for themselves.
- The managing of behaviour in the preschool room does not fully support children's development of social skills because they are not consistently given suitable explanations to how their behaviour affects others.
- Children have regular access to outside play, however the stimulating environment of the larger garden is not consistently used, which reduces opportunities for children who learn better in an outdoor environment.

## 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 viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the nursery's self-evaluation form, and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playrooms and gardens.
- The inspector and manager undertook a joint observation of teaching practice and discussed this.
- The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection and held a meeting with the manager to discuss the leadership and management of the setting.

## Inspector

Elisabeth Wright

## Full report

### Information about the setting

Rainbow Day Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted bungalow in Lincoln, Lincolnshire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round except for bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 59 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

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

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

- improve the educational programme in the preschool room to implement an effective balance of adult-led and child-initiated activities that focus on children's learning through play.

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

- devise better methods of managing behaviour in the preschool room by consistently giving appropriate explanations of why children need to behave in certain ways
- increase opportunities for children to access the stimulating environment of the larger garden in order to support their active learning through the open-ended resources available in this environment.

## Inspection judgements

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

Children in the nursery are cared for in three playrooms where the environment and resources are organised with their specific development needs in mind. Children in the younger rooms make good progress in all areas of development and develop skills that support their future learning. Staff are skilled at teaching children through purposeful interaction with their play. A member of staff in the 'Biggies' room talks to a child in the construction area about his building. She helps him reflect on his play as she asks him

what he is building. She encourages him to extend this by considering what he could add to it and how he could do this. She introduces simple maths as they count the bricks and make comparisons of the height and size of the construction. A member of staff in the baby room observes a baby who has become interested in picking pieces from the wax crayon rather than drawing with it. The member of staff demonstrates her good knowledge of how children learn as recognises the child's need to explore. She extends this by drawing her attention to the pieces and encourages her to feel and sprinkle them. This lets the baby know her exploration is valued. However, the good progress made by children under three years is not built on as effectively when they move into the preschool room. Staff working with this age group put too high an emphasis on adult-led, structured group activities. Although within these activities children have some choice which develops their creative thinking, this is less effective than during the periods when they are able to choose freely from the activities and resource. The organisation of the day in this room means that children's own purposeful play is interrupted and tidied away. Therefore, children cannot conclude their learning or fully develop their ideas.

Staff develop a secure understanding of children's level of development during discussions with parents when they first start at the nursery. This is built on through regular observations which are then accurately assessed. This means staff are able to identify any areas of development that need more focus and target these in their teaching and planning. Parents have good opportunities to be involved in their own children's learning and development. The recent introduction of communication books for all ages provides a means for parents and staff to record and share learning, activities and children's interests. A parent demonstrates how this works effectively as she describes how she looks in the book each day and repeats the activities at home. This promotes continuity for the children and provides opportunities to practise and extend their skills.

Children's communication and language skills are developed effectively. Staff sit on the same level as children and engage them in conversation. During small group times children take turns to speak. This develops their listening skills as they pay attention to their friends, knowing they will have their turn to speak. Children who are less confident are supported because they have time and space to contribute their ideas, supported by an adult. Staff working with babies develop their communication skills well. When one baby rolls her hands to indicate her choice of action song staff respond positively and name the song, giving her language that relates to her experience. All children make at least sound progress over the time they spend in the nursery. This means children are suitably prepared for their future move onto school.

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

Children are secure and happy in this small and friendly nursery. Staff build good relationships with the children and their families from the outset. These strong attachments build emotional security, which supports them well as they move through the nursery and subsequently on to school. Children demonstrate their confidence and sense of belonging as they move about freely and help themselves to resources, developing their ideas during periods of free play. Children are settled and engaged within a calm and welcoming environment. Consequently, they develop good social skills as they negotiate

play, and enjoy time with their friends. At times behaviour is managed well, for example, when imaginative play with toy animals becomes boisterous with animals fighting, a member of staff suggests children need to get the doctor's set out and make them better. Children's play soon becomes a positive experience as they get stethoscopes to examine the animals. However, children in the preschool room are not consistently given explanations of why they are expected to behave in certain ways. For example, a doll is used who then becomes unhappy if children do not sit still at group time. This does not give an appropriate reason for this expectation, or develop children's understanding of the effects of how they behave on themselves and others.

The indoor environment reflects the age and needs of the children in the rooms. For example, a cosy alcove has been created in the 'Biggies' room. This provides children a cosy place to rest and relax on cushions. They enjoy looking at books quietly and enjoy the sensory experience of low voltage coloured lights. Arrangements for sleep time create a relaxed and quiet space for children who need to sleep and allow children who are not sleeping to access the full range of toys and resources in the playrooms. The outside space is organised with a stimulating larger garden where children can climb, explore, and develop their imaginations in areas such as the secret fairy garden. However, children have fewer opportunities to use this garden throughout the day, which reduces opportunities for children who learn best in an outdoor environment. Children in all rooms have opportunities to choose indoors or outdoors during the day. Children under three years old make use of the smaller garden, which is resourced to meet babies' needs and the preschool children have access to a courtyard area. Children's physical development is supported and they benefit from opportunities to play in fresh air daily.

Children benefit from a safe environment and begin to learn how to keep themselves safe through consistent reminders from staff. They develop their understanding of a healthy lifestyle as they enjoy and discuss nutritious snack and meals and develop independence as they help themselves to fruit and serve themselves from a bowl of carrots. Older children pour their own water and all children have access to water throughout the day. This promotes their understanding of knowing when they are thirsty and caring for their own needs. Information regarding any allergies or dietary needs are gathered when a child first starts at the nursery. These are displayed so that staff can check these easily, which supports children's well-being.

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

Children's welfare is safeguarded well in the nursery. Staff receive training in child protection procedures and procedures are reviewed regularly during team meetings. Consequently, staff are confident in explaining these procedures, including knowledge of how to refer any concerns should they need to. The nursery manager updates the policies and procedures regularly to ensure these are up-to-date. These are available to staff and parents to refer to, which promotes consistency and a shared understanding of how the nursery operates. The safeguarding policy includes the action which would be taken by the provider should an allegation be made against a member of staff and covers the use of

mobile phones and cameras within the nursery. Risks to children in the environment have been assessed and documented. Daily checks are carried out in line with this risk assessment, which ensures that hazards to children are identified and action taken to minimise these. Procedures for the recruitment of staff are robust. Required suitability checks are carried out when staff first start. Where the nursery is awaiting the results of these checks all staff are vigilant in ensuring the member of staff is never left unsupervised whilst working with the children. The continuing suitability of staff to work with children is checked at regular supervisions, when staff are requested to confirm that there have been no changes which affect their suitability.

The manager has a sound understanding of the requirements of the Early Years Foundation Stage. She manager has implemented a system of monitoring staff practice in teaching and care. She is committed to bringing about this improvement and has attended training courses locally to increase her skills. She has started to implement improvements, however, the impact of this on the quality of teaching and managing of behaviour are not embedded and, therefore, not fully effective. Appropriate changes have been made to meet the recommendations raised at the last inspection. The nursery demonstrates the capacity and desire to improve.

Partnerships with parents are strong. The information gained from recent surveys has been acted on with regard to the introduction of communication books to enhance the information parents have of their own child's progress and activities. The manager works closely with the local authority advisor. She welcomes her advice and recommendations, taking prompt action to address these. For example, by making changes to the room layouts and implementing the new system of assessment. The manager has extended the supervision and appraisal system by increasing the regularity of supervision meetings with staff. This involves staff securely in the process of improvement. Training is given priority, therefore, staff have good opportunities to extend and develop their skills. The manager spends time in the rooms observing staff practice in care and teaching. This means she is able to target training and support where it is most needed to benefit the 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

<b>Unique reference number</b>	253739
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	876534
<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>	41
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Mr Roger Barker & Mrs Jacqueline Barker Partnership
<b>Date of previous inspection</b>	22/02/2011
<b>Telephone number</b>	01522 722222

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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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