

Rainbow Day Nursery (Bromley) Limited

13 Hayes Road, Bromley, BR2 9AF

Inspection date	06/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Staff are confident and prioritise children's development. Children who require extra support are identified quickly and provided with the support needed to help them make progress.
- The manager involves the staff team and parents in its self-evaluation and cycle of continual improvement.
- Staff work well with parents. They use effective systems for communication, which ensure that parents are involved in their child's learning.
- Children make good progress in their learning due to the range of activities staff provide.

It is not yet outstanding because

- Planned and unplanned activities do not encourage younger children to explore and investigate the natural world while in the outdoor environment. This has an impact on the breadth of children's learning experiences.

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 observed and spoke with the children as they took part in activities in the inside and outside play environment.
- The inspector had discussions with the staff, manager and proprietor.
- The inspector and manager carried out a joint observation of practice.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full report

Information about the setting

Rainbow Day Nursery first registered in 2003 and re-registered as a limited company in 2013. It is privately owned. It operates from a house situated in a residential road in Bromley South, close to local train stations and public transport. Car parking facilities are available. The nursery has seven children's rooms. Babies and toddler rooms are on the ground floor and the pre-school rooms are on the first floor. Children have the use of an enclosed garden for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Opening hours are weekdays 8am to 6pm, for 51 weeks of the year. The nursery supports children who speak English as an additional language. There are 16 members of staff whom 12 hold relevant early years' qualifications from level 2 to level 5. Two staff are working towards an early years qualification at level 2.

What the setting needs to do to improve further

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

- develop the outdoor play experiences for younger children further to include opportunities for them to explore independently and investigate the natural world.

Inspection judgements

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

Staff carry out observations to assess children's starting points through discussions with parents during the settling in sessions. This helps them get to know children's capabilities and stages in development. Staff record observations of children's achievements, identifying targets to share with parents so that there is continuity of learning. They provide parents with regular opportunities to share information from home and they offer linked activities to complete at home. The manager supports staff in completing the required progress checks for children aged between two and three years. Children take part in activities, which help them progress in their learning both inside and outside. This generally prepares them for the next stage in their development and for school.

Staff talk to children as they play. They extend their learning, vocabulary and communication skills. For example, they develop children's language and understanding of shapes as they talk about the triangular piece of pizza and cake they have found in the play food selection. Children have opportunities to count throughout the day. Staff use puppets to inspire their learning about counting as they sing along to number songs. They also provide number puzzles that help to develop children's recognition of numerals. Children develop literacy skills as they share a range of books with staff, and each other. They borrow books to read at home. They learn about different cultures and ways of living

through the celebration of festivals and the positive images they see around them such as the multicultural figures they play with in the dolls house. Staff develop children's social and emotional skills as they teach them about taking turns to have a ride on the selection of bikes and trikes. They plan opportunities to develop children's learning about the world around them. For example, children showed expression and delight as they watched the butterflies hatch in a net enclosure. However, the planned and unplanned outdoor activities do not offer the younger children opportunities to explore and investigate the natural world outdoors. Children develop their physical skills through regular music and movement sessions that take place at the setting, along with a weekly tennis lesson. Children delight in running around the garden with their peers, pretending to be fire officers and putting out the pretend fire. Staff deploy themselves well so children are supervised and supported fully with the activities they choose.

Staff assess children's progress, they record and identify areas to develop and encourage further learning. These are especially helpful for identifying if children need extra support. Staff share progress with parents through regular meetings, involving them in the children's learning. Staff talk with parents about their child daily. They provide parents with newsletters and weekly information to guide them on their child's next learning target. This keeps communications current, helps parents to continue their child's learning, and develops stronger links between the setting and home.

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

Staff form positive relationships with children and parents. Settling in procedures are planned according to the individual child. This helps create smooth transitions from home to nursery and enables staff to understand the child's background and needs. Children form secure attachments with the staff who are responsive to their needs.

Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence grows as they move freely and safely around the setting. Children select from a well-resourced range of age appropriate, safe and suitable play materials. Children start to develop their understanding of risks and how to keep themselves safe. Staff remind them of safety rules throughout the routine and ask them to think about how to manage risks. Children are also included in regular fire drills. Ten staff currently have paediatric first aid training, which is logged to ensure staff attend updates and further training when appropriate.

Staff support children's good health and well-being by providing healthy snacks. On the day of the inspection, children enjoyed a nutritional menu of jacket potatoes, cheese and baked beans and vegetable soup for tea. Children understand the importance of good hygiene. They understand that they must wash their hands before eating and after using the toilet to prevent them from becoming ill. Staff talk with them about the effects of exercise on their bodies. After exercising in the garden staff remind them to drink plenty of water, developing children's understanding of a healthy lifestyle. Children enjoy exercise and fresh air daily. They delight in putting their own shoes and coats on before going out. This helps to develop independence and their self-care skills, preparing them for their next

stage in their learning. The staff team follow procedures when assisting children with their personal care. Staff make use of disposable aprons and gloves when necessary, which helps reduce the risk of cross contamination. Staff encourage pre-school children's independence with toileting, helping prepare them for school. They teach children about the need to share and take turns and to respect each other's feelings. Staff remind them of the consequences of their behaviour, for example, being careful as they don't want broken toys. They act as good role models, praising children and thanking them for achievements throughout the routine. As a result, children are aware of their boundaries and expectations for good behaviour.

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

The staff team has a clear understanding of their duty to protect children. A comprehensive safeguarding policy and procedures are in place, which staff know and implement well. All staff receive safeguarding training, which helps them to promote children's welfare effectively. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. Consequently, children are cared for by staff that have a dedication and commitment to children's care and education. There are clear systems in place to make sure that the nursery meets adult to child ratios at all times. The manager and proprietor monitor when they will require additional staff. Consequently, there are always sufficient qualified adults working directly with the children.

Staff have regular opportunities for meeting with the manager for supervision and appraisals. Together they identify training needs to enable all staff to update and expand their knowledge, improving outcomes for children. The manager works alongside staff, acting as a good role model and observer of practice. Staff observe and record children's achievements. They track these children's learning and development. This process ensures that all children are progressing well. Staff are encouraged to feedback their views on management and team decisions, through the completion of a confidential questionnaire. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the provision. The manager and provider check the effectiveness of the provision through monitoring practice. A self-evaluation process is in place to assess how well the provision meets the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff and parents are encouraged to contribute to the self-evaluation processes. Staff provide input at team meetings and through activity evaluations. Parents contribute through questionnaires and verbal feedback. Plans for improvement are relevant and ongoing. The staff team are conscientious and committed to high quality care and continuous development.

Staff develop good partnerships with parents. Parents and carers express very positive comments about the nursery and commitment of staff. They acknowledge how staff provide a happy, caring and stimulating environment for their children to learn in and they are confident that their children enjoy coming. The nursery has good systems for sharing information with other agencies where relevant. Links are encouraged with other

providers, in particular the local primary schools to provide continuity of care and meet children's individual needs well.

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	EY467103
Local authority	Bromley
Inspection number	939667
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	68
Name of provider	Rainbow Day Nursery (Bromley) Limited
Date of previous inspection	not applicable
Telephone number	02084605335

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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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