

Rainbows Day Nursery

The Pavilion, White Knobs Way, CATERHAM, Surrey, CR3 6RH

Inspection date	14/04/2014
Previous inspection date	27/06/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- The management and staff work well as a team and support each other to help ensure children's time at the nursery is a positive learning experience and lots of fun.
- The adults interact well with all the children and are good role models.
- Overall, the resources and activities are interesting and stimulating for children.
- The adults are skilful in their encouragement and praise for children in their achievements, promoting their self-esteem.

It is not yet good because

- The observation, assessment and planning system is not effective enough in tracking children's progress and identifying the areas where additional support is required to help them develop.
- A key person is not assigned as soon as a child starts at the nursery to support their settling and meet their needs effectively.
- Mark-making resources are not distributed throughout the nursery, to help promote children's early writing skills in everyday situations.

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 interviewed the provider.
- The inspector observed and spoke with staff and children.
- The inspector sampled relevant records and other documentation.
- The inspector fed back the inspection findings to the provider and manager.
- The inspector conducted a joint observation with the manager.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Rainbows Day Nursery registered in 2013. It operates from a sports pavilion in Caterham, Surrey. The nursery consists of three playrooms, a sleep room, toilet facilities, an office and a kitchen. All children share access to an enclosed outdoor play area. The nursery opens each weekday from 8am to 6pm all year round. There are currently 62 children in the early years age group on roll. The nursery employs nine members of staff, of whom, four are qualified. The nursery 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 observation, assessment and planning process to provide a more effective tracking system and to support children's progress in each of the areas of learning
- improve the use of the key person system to support every child's individual learning and care needs

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

- strengthen the use of mark-making resources to help promote children's writing skills in everyday situations

Inspection judgements

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

The provider, managers and staff work very well together as a team. They support the children and each other effectively. Although a key person, with a child's individual background information, is not assigned to children immediately they start, the adults fully engage with the children and help ensure they settle in swiftly and happily.

All children are able to enjoy and experience a range of stimulating and interesting toys and activities. The adults adapt these to suit children's individual needs, age and stage of development. However, resources for making marks are not made available throughout the nursery to help children develop early writing skills, for example, in role play scenarios. Children develop independence well as they choose what they play with and where. The outdoor area provides a well-resourced play space, which children can use all year round.

Indoors the children are also able to enjoy and benefit from different play opportunities to help them progress in the Early Years Foundation Stage.

The provider has chosen a secure, on-line childcare website to confidentially record important information about each child, including observations. Parents are only able to access their own child's records. Alongside this, staff also maintain a learning journey folder for each child, where photographs are mounted along with a few evaluative comments on the children's achievements. These folders are readily available to parents. However, there is no clear system in place where adults record and chart children's learning and development accurately and effectively. As a result, it is not possible to see clearly how well children are progressing in the learning areas. In addition, staff do not effectively identify children's next steps, to help influence any planning and to fully meet children's learning needs.

Overall, the adults give positive help and guidance to children, which means they are engaging in their learning. Key persons observe and have information on children's interests and so can provide favourite resources. For example, staff read stories that children really get absorbed in and use props to bring the tale to life. Water play is also a popular activity and toy sea creatures, such as lobsters and starfish, make it more exciting for children and spark interesting conversations with the adults.

Key persons display skills in their care and provide individual play opportunities for children with special educational needs and/or disabilities. However, the results of this input are not influencing future plans, so focus on areas needing further input may be missed. Adults interact well with all the children. Children's speech and language skills are given appropriate attention and adults ask open-ended questions and encourage children to talk about what they are doing, such as during a baking activity. This interaction results in children making obvious progress in their communication and language development. Adults always aim to make children's learning fun. They display an eagerness to learn and show their enjoyment in the wide range of play opportunities on offer. Children are gaining confidence in learning some new skills and in their physical abilities, as well as being provided with new challenges.

Adults know that they need to be good role models for the children in their care. Children learn to take turns and respect each other by engaging in activities that promote this. Adults support children's involvement in their play choices. Children also learn how important it is to listen and share. Adults observe and question what the children are doing. Colourful wall and hanging displays help extend children's knowledge of shapes, letters and numbers.

The provider makes sure they find out about children's family and cultural background from parents and record details of this information to support them in their care of each child. Adults encourage children to talk about their home life and favourite things. For example, a child talks about their brother. This means children are helped to feel secure and have a sense of where they belong.

The adults provide a balance of adult-led activities and child-initiated play, which helps promote the children's increasing independence. However, much of the storage in the

nursery is without picture labels to further help children choose more easily what they want to play with. Overall, children enjoy their time at the nursery, achieving and developing the skills they need for their future learning.

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

The provider and her staff team show they contribute effectively to the safeguarding and well-being of children attending the nursery. Adults display a sound understanding and sensitivity towards the children, helping them feel valued and secure. This is a valuable part of the relationships the children have with the adults. The adults at the nursery give children appropriate support. All children clearly enjoy being at the nursery. They show confidence and trust in the adults who respond appropriately to their individual needs. The adults give children who need it their experienced attention, helping make any challenging situations easier for them to deal with.

The adults provide strong support for children with special educational needs and/or disabilities. They act promptly on advice from parents and other specialists. The processes in place mean that the nursery can adapt, improve and provide activities to meet children's varying needs. The nursery works in partnership with parents regarding the children's health needs, such as administering medication and caring for children when they are unwell. The systems for ensuring babies' personal needs are met and are appropriate to their individual well being.

Children benefit from the varied, nutritious and freshly prepared meals and snacks. They learn about healthy eating as they enjoy pasta, vegetables, fish, white meat and fruit, with water or milk to drink, in line with their dietary needs. There is an established risk assessment system in place enabling adults to ensure children are cared for in safe environment. Children learn how to keep themselves safe in an emergency, for example as they regularly practise evacuating the building. Children behave very well, developing their personal and social skills by playing and eating together in groups. Adults often encourage children to take on new challenges, promoting their confidence and self-esteem. These practices mean children are prepared for the next stage in their lives and for school.

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

There are adequate arrangements in place, to implement the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. All adults show they have a good understanding of the Local Safeguarding Children Board procedures and are secure in knowing how to respond if they ever have concerns about a child in their care. There is a robust recruitment, vetting and induction procedure in place. This helps to ensure any new staff are suitable to work with children. There is a suitable ratio of qualified staff working with the children to meet requirements. They are well deployed and supervise children satisfactorily, including on outings, to protect their well-

being. There is a staff monitoring, supervision and appraisal system in place to support the adults' future training and professional development. Staff carry out risk assessments on a daily basis and any hazards found are made safe so that children keep safe. The provider and manager display an adequate understanding of the ratio and space requirements. They carefully monitor the numbers of children and adults to ensure they remain within the legal requirements.

The nursery's self-evaluation process is continuous, using reflective practice and evaluation systems. These, along with regular staff meetings and parent feedback, help identify issues requiring attention. The provider carries out regular supervisions and appraisals of staff. This means concerns or queries can be rectified effectively. However, there is a lack of good evidence to show that children's progress has been tracked, or the education programmes monitored effectively. This hinders staff's abilities to maintain a thorough check on children's achievements and development. Therefore, any concerns about individual children's progress are not being effectively identified so relevant steps can be taken and planning put in place to support children's specific needs.

The provider has systems in place to obtain the views of children, staff and parents. She is striving to use these to change and improve the nursery. There are information notice boards and open days to promote the involvement of parents. They are encouraged by key persons to engage in their children's achievements both at home and at the nursery. Parents are able to view observations and their children's progress online, look at their learning journey folder whenever they wish, as well as talk with the key person. Documentation is maintained well and the nursery seeks information from parents such as parental consent for aspects of the children's care, including taking photographs and seeking emergency medical treatment.

The provider ensures all the staff team are able to access a varied programme of professional development. This enables them to continue to meet the ever-changing needs of children attending. Parents confirm that they are generally aware of how the nursery operates and the routines in place. They state that their children thoroughly enjoy themselves at the nursery. Parents also say they are very happy with the provision and that the adults working there are helpful, approachable and supportive. They clearly feel at ease as they bring and pick up their children. The provider is establishing partnerships with local agencies and professionals, such as the local authority early years team and safeguarding team. All adults in the nursery are clearly aware of how important their role is in helping children prepare and look forward to the next stage in their lives.

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

Unique reference number	EY457163
Local authority	Surrey
Inspection number	959646
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	62
Name of provider	Rainbows Nursery (Caterham) Limited
Date of previous inspection	27/06/2013
Telephone number	01883370377

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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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