

# Rainbow Day Nursery

Old Station Masters House, Castle Station, Great North Road, NEWARK, Nottinghamshire, NG24 1BL

**Inspection date** 17/04/2014  
Previous inspection date 25/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The nursery failed to inform Ofsted of all significant accidents and injuries children sustain at the nursery. This is a breach of legal requirements.
- Recruitment procedures are not sufficiently robust, which compromises children's learning and welfare.
- Risk assessments are not effective in addressing all potential risks in the environment and staff do not take immediate action to rectify risks when identified.
- Children's well-being is compromised because staff involved in preparing and handling food do not receive training in food hygiene.
- Staff do not receive regular supervisions and annual appraisals. Along with procedures to evaluate the overall quality of the nursery are poor. Consequently, the needs of all children are not adequately met.
- The named deputy lacks full understanding of her role in the manager's absence.
- Some staff have not yet adopted fully effective strategies to manage children's behaviour. This means that, on occasions, unwanted behaviour disrupts important learning opportunities for other children.

### It has the following strengths

- Children benefit from the close and caring relationships that they have established with staff and therefore, they are happy and secure.

## 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 activities in each room of the nursery and the outside learning environment.
- The inspector held discussions with the manager, staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sharon Alleary

## Full report

### Information about the setting

Rainbow Day Nursery was re-registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the former Station Master's house in Newark, Nottinghamshire and is privately owned. 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 five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, with the exception of public holidays and a week over the Christmas period. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending, who are in the early years age group. The nursery provides funded early education for two-, 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:

- ensure there are rigorous recruitment procedures in place, including reference checks are completed for all staff, to confirm their suitability
- increase knowledge and understanding of what is required to be notified to Ofsted
- ensure the named deputy is capable to take charge in the manager's absence
- improve the processes for identifying risks in children's environment and ensure immediate action is taken when risks are identified
- ensure that all staff involved in preparing and handling food receives training in food hygiene
- implement a system of appraisal and supervision for the nursery and all staff, to effectively identify training needs and to bring about the continuous improvement of the setting.

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

- make sure that staff fully understand how to manage situations of poor behaviour when they arise, so that other children's play and learning is not adversely affected.

## Inspection judgements

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

Staff in the nursery have a suitable understanding about how to support children's learning. The quality of teaching is effective and children make consistent progress from their starting points. Staff gain information from children and parents through discussion and initial observations at settling-in sessions. This helps them support and meet each child's specific needs and interests and gain an accurate baseline starting point assessment. Children are adequately prepared for school as they are generally experiencing a broad curriculum, which covers the prime and specific areas of learning. Staff recognise children's interests and identify their next steps in learning and use these effectively to plan activities that engage children. For instance, pre-school children are not easily distracted as they explore and discover the sensory experience of cornflour. Children are fascinated as they explain to the inspector, 'Look, you put your finger in to make a hole and then it disappears'. Staff highlight where children are in their learning in relation to the age related expectations. Staff complete the progress check at age two for relevant children in consultation with parents. Generally, children are supported in their acquisition of communication, language and literacy skills. Babies and young children are beginning to use simple words and form short sentences. Staff repeat words back to babies to develop their pronunciation.

Daily access to a range of equipment in the outdoor area ensures children are able to practise balancing, climbing, riding bikes, scooters and manoeuvring their bodies and negotiating their way around the available space. Staff play with babies at their level and give them good opportunities to explore the toys and resources available. Those learning to walk are provided with appropriate resources to support this important skill, such as walkers. This helps them gain independence to access the toys of their choice. There is a good balance of child-led and adult-guided opportunities. For instance, children wait for snack to be prepared and take part in a phonics circle time. Staff encourage children to think of words that begin with 'h'. Children eagerly shout out, 'hand, head, hair'. Staff extend children's thinking by asking them if they can think of another part of the body, she gives sound clues, children say 'heart'. This develops children's listening and attention skills along with early literacy. However, some children become disengaged and wander away. Staff try various ways to lure children back, but they continue to ignore requests, resulting in staff being otherwise engaged. Consequently, interrupting and disturbing important learning opportunities for the other children. Babies share a book with the inspector and they turn the pages and lift the flaps. This fosters a love of books and reading.

Staff use routine opportunities to introduce counting skills. For instance, they ask how many plates are needed for snack. Children confidently count one to eight. Children spend a long time playing in the sand tray. They repeatedly fill and empty buckets. Staff interact and engage with children as they play, showing them how to make 'wiggly worms' with a sieve. Pre-school children have access to an interactive whiteboard, which they use independently and with confidence write their own name using recognisable letters. This develops their awareness of everyday technology and develops writing skills. Babies enjoy

exploring paint, which helps develop their handling skills and creativity. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Parents are suitably involved with their child's learning. For example, each child has a learning journal record, which staff use to collect photographs, pieces of work and note observations of children and these are shared with parents. Carers spoken to feel informed about their children's progress through a variety of ways. For example, daily, verbal information is shared between the parent and staff. A parents' evening is planned so parents can see their child's file and talk to staff.

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

Children's health and safety awareness is promoted generally well in some areas. However, the provider has breached some of the welfare and safeguarding requirements, so children's sense of security and well-being is compromised. For example, the nursery does not ensure a member of staff who is trained in food hygiene is always on-site to prepare and handle food for children. Throughout the nursery, children are supported and their care needs are at the forefront for each member of staff. All staff have a positive relationship with each child. Children develop strong bonds with their key persons and the whole staff team. Staff are kind and caring towards children, which supports their well-being and emotional security. Staff are sensitive to children's individual needs and understand that some children may need additional support at times in order to feel comfortable. For instance, cuddles are plentiful when children fall ill during their nursery session. Staff gather key information from parents and through observations during initial visits, in order to get to know children's interests and individual care needs to ease the settling-in process.

Children are happy, displaying suitable levels of motivation and they are confident to access the activities available. Children's self-esteem is promoted because staff praise children for their good efforts and achievements. They are encouraged by staff to play cooperatively with others, to share and take turns. However, children are not always supported to understand the consequences of their behaviour on other children. Staff encourage children to learn to dress themselves by putting their coats and shoes on. They independently pour their own drinks and serve their own lunches. All children are supported to develop appropriate hygiene routines and learn that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection. Children are offered a suitably balanced diet, which is prepared by a cook. The nursery generally promotes a healthy lifestyle because children have regular access to fresh air, exercise and outdoor play. For instance, a wooden climbing structure provides good challenge for all children.

Children are mostly kept safe because staff ensure the premises are secure and visitors to the setting have their identity checked and are asked to sign a visitor book. In addition, staff remind children not to run around inside in case they bump into each other. Children take part in the fire evacuation practice, which helps them to learn how to keep themselves safe as they know what to do in an emergency situation. The playrooms are

inviting for children and suitably organised with an adequate range of activities that provide learning across all the seven areas of the curriculum. On occasions, the nursery take a walk into the local community or to the library, supermarket and nearby park. This provides children with the opportunity to explore their local environment. As the nursery is a small, close-knit setting, children spend time in other rooms and get to know all staff. Therefore, they are prepared for their permanent move into the next room. Children's transition from the nursery to school is appropriately supported. The owner/manager has made links with schools that children will move onto, ensuring that children are appropriately prepared for this change.

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

This inspection was prioritised following a concern about children's safety at the nursery. An accident happened in the outdoor space where a child required hospital treatment for the injuries sustained. The nursery did not contact Ofsted within the required time frame of 14 days to inform them of this accident. This is a breach of legal requirements of the Early Years Register and the Childcare Register. A subsequent risk assessment was carried out following the accident and the offending bike repaired to prevent the accident from happening again. However, regular daily safety checks on the outdoor mobile equipment failed to notice the repair was not effective. This means children were still at risk of the accident happening again. At the time of the accident the deputy manager was in charge and the correct procedures were followed in the immediate event of the accident. However, there was an over-reliance on the owner/manager to follow up the statutory requirements. These breaches in legal requirements result in the quality of leadership and management and ensuring children's well-being, being no better than inadequate at this current time.

Staff demonstrate an awareness of safeguarding and the signs and symptoms that might cause them concern about children's welfare and know the suitable course of action to take to pass on such concerns. The educational programmes are suitably monitored through examination of individual children's tracking grids and daily planning. There are procedures for the induction of new staff, but management do not always keep to these by following up requests for references. As a result, staff work at the nursery whose suitability to work with children cannot be assured, which puts children at risk. Systems to manage staff performance and ensure their continuous professional development are inadequate. Although, the manager has used appraisals in the past, the process is not consistent. Consequently, insufficient focus is placed on staffs' professional development and improving outcomes for children. There are policies and procedures in place to help the running of the nursery to aid children's welfare, for example, equal opportunities and safeguarding children. The owner/manager does not evaluate the service offered to children and their families. Consequently, there is no development plan to address any weaknesses in the nursery. Parents' comment positively on the caring nature of staff. The owner/manager and staff develop appropriate friendly, relationships with parents. The nursery shares information with parents through newsletters, notices, policies and procedures to keep them informed. The nursery staff understand the importance of

working with other professionals to support children should the need arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure Ofsted are informed of any serious accident or injury to any child while receiving childcare (compulsory part of the Childcare Register)
- ensure Ofsted are informed of any serious accident or injury to any child while receiving childcare (voluntary part of the Childcare Register)

## 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>	EY404659
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	961503
<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>	37
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Jacqueline Barker
<b>Date of previous inspection</b>	25/03/2013
<b>Telephone number</b>	01636 611603

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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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