

Rainbows Day Nursery

13 Grosvenor Road, Bircotes, DONCASTER, South Yorkshire, DN11 8EY

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| Inspection date | 21/07/2014 |
| Previous inspection date | 17/03/2014 |

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

The quality and standards of the early years provision

This provision requires improvement

- Children are kept safe because practitioners have a good understanding of safeguarding and implement a comprehensive set of policies and risk assessments.
- Children are warmly welcomed in this setting. They have many opportunities to initiate their own play through a range of accessible resources to support their learning and development.
- Children form secure attachments with their key person. This helps them to settle quickly and enjoy their time at the setting. Children are motivated and eager to explore and learn, and they show suitable levels of independence.
- Practitioners build strong relationships with parents from the start, enabling them to work in partnership to support children's well-being and learning.

It is not yet good because

- Observation and assessment of children's learning is not consistently rigorous. As a result, some activities do not provide appropriate challenge to maximise children's learning.
- Self-evaluation is not fully embedded and does not routinely take into account the views of practitioners, children and their parents.

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 the main downstairs playroom and outside play area.
- The inspector spoke with the provider/manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children.

Inspector

Sue Riley

Full report

Information about the setting

Rainbows Day Nursery registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building in Bircotes, Doncaster. There are two separate indoor play areas and an enclosed outdoor area. The nursery serves families from the local and surrounding areas. It employs seven childcare practitioners who work directly with the children. Of these, two hold appropriate early years qualifications at level 4, three hold level 3, and one holds level 2. The nursery opens each weekday from 7.30am to 6pm, for 51 weeks of the year, closing for public holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 44 children on roll, 40 of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- ensure that ongoing observation and assessment is used to shape learning experiences for each child, providing them with appropriate challenge to support their individual progress.

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

- develop further the use of reflective practice to identify the nursery's strengths and areas for development, and include practitioners, parents and children in this process.

Inspection judgements

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

Practitioners have a satisfactory knowledge of the Early Years Foundation Stage and how children learn, and use this to plan experiences for children. Regular observation and assessment of children's development means that practitioners have a reasonable understanding of children's abilities and generally have high expectations for their future learning. However, they do not use this information effectively to clearly identify children's next steps and then implement these into the planning. This means that some children are not routinely receiving appropriate challenges or support from all practitioners. Consequently, children make only satisfactory progress. However, practitioners are flexible with their planning and often follow the children's spontaneous interests. This means that children are eager to participate, which helps them to become active learners.

Practitioners gather appropriate information when children first start. They hold meaningful conversations with parents, who are encouraged to complete 'all about me' booklets to share their children's likes and dislikes. An initial assessment of the children's capabilities, along with parental input, provides practitioners with reasonable starting points for each child's learning. Practitioners are then able to plan activities which are of interest to the children at their initial sessions. This helps children to settle quickly at the nursery. Practitioners comply with the requirement to complete a progress check for children aged between two and three years and discuss their findings with parents.

Children are curious about objects and people, especially the younger children as they explore a new experience. The younger children enjoy the sensory feel of the paint as they use their fingers and hands to investigate it and make their own marks. Their eyes light up as they put their hands back into the small paint pot to feel the paint, demonstrating that they like the experience. The older children are encouraged to think about what they can paint. Practitioners respect children's efforts and ideas, so they feel safe to take a risk with a new idea. One child paints a rainbow and really concentrates as they make the rainbow shape and uses different colours. They are very pleased with their picture and eagerly show this to all adults, even the inspector who is unfamiliar to them. This demonstrates their confidence and good self-esteem. When playing outside in the water tray, one child wants a fish to go into the water and confidently goes inside to find a fish in the container of animals to put in the water. Practitioners encourage children to talk and use language. They talk about the 'beach' wall display and encourage children to recall what they did and how they did it. For example, one child made a kite and they talk about the wind which is needed to blow the kite. Another child talks about how they stuck the sand onto the card with the glue. Children are proud of their work and seeing this displayed gives them a good sense of belonging and confidence that their work is valued. Practitioners allow children time to think about what they are doing and saying. This encourages problem-solving skills as well as promoting communication and language.

Children enjoy books and learn to handle them with care. They confidently sing songs and rhymes and eagerly follow the actions to the songs. The younger children enjoy playing with the musical instruments and bang the hand-held drum. Practitioners know the children very well and encourage them to talk about their family members. Parents are offered regular opportunities to see their child's progress in their learning journey records and to speak with their child's key person. This promotes a shared approach to supporting children's development. Children enjoy being out in the fresh air. They use their large physical skills as they use the wheeled toys, demonstrating very good control as they steer around each other. They also use the little brushes and water to make marks outside and clean the equipment down. This enables them to develop strength in their hands, promoting early literacy skills.

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

Practitioners at the nursery are approachable, caring and affectionate. This means that children form close bonds with the adults easily. For example, on the day of inspection it was a young child's first day and they were very settled and happy throughout the whole day. The child was happy to be picked up and cuddled. When they awoke from their sleep

they were happy and eager to play. This demonstrated that they felt very secure in their surroundings. Children are happy and confident due to a suitable settling-in process. Time is taken to establish relationships and obtain useful information from parents about children's general care needs. This means that, overall, children's emerging needs are supported well. Practitioners are effective role models as they are polite and respectful and use appropriate strategies to support learning, such as using positive language to promote good behaviour. This helps children learn to use suitable manners. Practitioners praise children's achievements appropriately, and this helps the children to develop generally good self-esteem. Children play cooperatively together and strategies to manage their behaviour are well embedded into practice. For example, practitioners intervene effectively to clearly explain their expectations for behaviour. As a result, children learn how to behave well. Older children play cooperatively and show care and concern for the younger children. This helps to make a harmonious environment.

The environment is arranged effectively to enable children to make choices as they play. The range of resources provided are developmentally appropriate and stored at children's height, which allows them to access these independently. Practitioners are deployed effectively throughout the nursery to meet the needs of the children and supervise them efficiently to promote their well-being. Children feel safe and secure in the setting as practitioners are always on hand for reassurance. This close supervision helps to give children a good sense of well-being, especially when new to the setting. Practitioners encourage children to learn how to keep themselves appropriately safe and provide opportunities for them to gain an understanding of risk. The children participate in fire drills and are reminded how to use the wheeled toys safely. Practitioners follow appropriate nappy changing routines and these are all recorded in the child's individual daily diary for parents.

Children's independence is effectively promoted throughout the nursery. For example, children use toilet facilities by themselves and practitioners encourage the younger children to follow appropriate hygiene routines. As a result, children are independent learners. Children's health and welfare are supported as they are provided with snacks and meals in accordance with their dietary needs and preferences. At mealtimes, the children are helped to develop an awareness of healthy eating because practitioners talk to the children about what they are eating. They are provided with a balanced diet and children enjoy their meals. Mealtimes are pleasant, social occasions when the children sit together in small groups. Sometimes, children used to be given a sweet as a treat when they went home, but this has now stopped as the provider/manager recognised that this was not promoting healthy eating. Children help themselves to a drink as they become thirsty. They routinely wash their hands and wear aprons so they are learning sound hygiene routines. This also helps to promote independence as they learn to manage their own personal hygiene routines. Children enjoy fresh air and exercise as they frequently play outdoors.

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

The provider/manager fully understands their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe and secure. The provider/manager carries out appropriate checks on adults who work with the children to ensure children's welfare and now keeps relevant information to demonstrate that they are suitable. Practitioners receive relevant training around safeguarding children and the nursery has a suitable policy and procedure in place. This means that practitioners are fully aware of the signs and symptoms of child abuse and of the procedures to follow to ensure that safeguarding arrangements are robust. Daily checks ensure that the environment is safe for children, and a range of policies and procedures are implemented by all practitioners. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. Visitors are signed in and out of the nursery. This practice contributes to ensuring children are kept safe. Suitable recruitment procedures ensure that practitioners are suitable for their role. Recruitment, induction procedures and establishing the suitability of people working with the children are thorough and appropriate measures are in place. Practitioners supervise children well and always keep them within their sight and hearing. The provider/manager ensures that the adult-to-child ratios are maintained at all times. The collection procedure for children is robust and passwords are used if practitioners do not know the person. Telephone calls to the parents are also made to ensure the safety of children at all times.

The provider/manager generally understands their responsibilities in meeting the learning and development requirements. As a result, children are making satisfactory progress in their learning. The provider/manager has some systems in place to monitor the planning and delivery of the educational programme and children's progress. This means that any concerns would be identified and practitioners are aware of where to go to gain relevant support for children. The provider/manager monitors the progress of children to ensure that they are developing as they should. She also monitors the practitioners' practice and provision for children, and addresses any issues as they arise.

A programme of supervision, appraisals and meetings is in place to offer support and training and to further practitioners' professional development. This has a sound impact on improving practice. For example, practitioners are given leads within the nursery and receive the relevant training for this. One practitioner has just been given the role of language lead and has access to specialised training. Most of the areas for improvement identified at the last inspection have been addressed. For example, they updated their risk assessment to ensure the safety of children at all times with regard to practitioners collecting and taking children to and from home. However, the lack of rigorous self-evaluation of practice means that improvement has focused on previous actions rather than priorities identified from a secure self-evaluation process. Partnerships with parents are well established. Practitioners develop suitable relationships with them through good daily communication. Parents are given regular newsletters and information is displayed around the nursery to keep them well informed. Practitioners try to have positive partnerships with other providers who care for the children and share relevant information to help support the child. Children are well prepared for their next stage in learning as they move on to school. The teachers are invited into the nursery to meet the children and talk about the new school; this helps to reassure the children with the move.

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

| | |
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| Unique reference number | EY403511 |
| Local authority | Nottinghamshire |
| Inspection number | 982521 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 44 |
| Name of provider | Keely Williams |
| Date of previous inspection | 17/03/2014 |
| Telephone number | 01302743388 |

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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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