

Rainbow Private Day Nursery

11 Hall Green Road, Dukinfield, Cheshire, SK16 4EP

Inspection date

02/07/2014

Previous inspection date

10/09/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 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

- There are health and safety concerns at the nursery, which puts children at risk of infection or injury.
- Procedures for recording, reporting and informing parents of accidents and injuries are not robust. As a result, parents are not always informed of any accident or injury sustained by children or any first-aid treatment received to ensure their ongoing health and safety.
- Risk assessments do not recognise all potential hazards in the environment that need to be checked regularly or how those risks will be removed to prevent harm to children.
- Evidence of checks carried out to ensure staff's suitability to work with children is not always fully recorded as required.

It has the following strengths

- Teaching is good overall. Accurate observations and assessments of children's progress are used to plan activities that enable children to make good progress given their starting points and capabilities.

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 and children at play throughout the session.
- The inspector spoke with children and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes and the records of suitability checks for staff.
- The inspector considered the views of parents spoken to on the day.

Inspector
Linda Shore

Full report

Information about the setting

Rainbow Private Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted and extended house in the Dukinfield area of Tameside, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from four rooms and there are enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to level 6, including the manager and deputy, who hold degrees. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery also operates an out of school provision for children aged between five and 11 years. There are currently 106 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure spaces, furniture, equipment and toys are safe for children to use, with particular reference to leaking water in the toilets and the filling of children's drinking water jug from the taps in the toilets
- improve the procedures for recording and reporting accidents to ensure that all parents are informed of all incidents, injuries and any first-aid treatment on the same day, or as soon as reasonably practicable
- ensure that the environment is fully risk assessed to identify all potential risks to children's safety, so that they are able to play safely in all accessible areas. For example, de-clutter the outdoor area by reducing the amount of resources to provide more room for children to move around safely
- keep a record of all checks carried out to ensure staff are suitable to work with children, including the disclosure reference number, the date obtained and details of who obtained it.

Inspection judgements

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

Teaching is good overall across the nursery. Staff have high expectations of the children. The manager and staff recognise that children learn through play and that timely interactions are key to extending children's learning. They are skilled at using open-ended questions to encourage children to think and reason. For example, 'can you tell me where your hands are?' Daily circle time is enjoyed by all children and they develop their speech, understanding of the world, colour, shape and numbers as staff skilfully interact with them. For example, children respond to 'Mike the robot' as he leads them in phonic activities with his robot voice. Children show increasing control of their body as they experiment with different ways of moving. For example, they balance, ride bicycles and cars and throw balls. Children find out about the world they live in as they dig in the soil and explore the woods in the neighbour's garden. Children also develop useful skills for the future as they learn the basics of information technology by operating computers.

Staff use initial observations when children start at the nursery, alongside information obtained from parents on 'All about me' forms. This establishes a clear starting point on which to build children's learning. Planning is effective in providing a broad range of interesting daily activities based on children's individual needs and covers all seven areas of learning in depth. Key persons use accurate observations and tracking of children's development to ensure they are working well towards the early learning goals in their preparation for starting school. Summaries of children's progress, such as the progress check for children between the ages of two and three years, include the information parents share of their children's achievements.

Children who have special educational needs and/or disabilities are particularly well supported and develop trusting relationships with their key person and all staff. Adults engage them in very carefully planned activities, and effective, targeted strategies are implemented, which develop their skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all activities. Parents receive clear and regular information about their children's progress and development, and very good systems are in place which support them to be involved in their children's learning. For example, termly reflections provide a clear summary of children's current level of development, and this informs their next steps in learning.

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

All children have a key person, who develops adequate relationships with parents and gains useful information about children before they start at the nursery. Key persons develop friendly relationships with children, and they are clearly comfortable to ask for help or a cuddle. However, this system does not fully support children's welfare and safety. For example, communication with some parents with regard to accidents and injuries does not ensure children's ongoing health and safety. Children show some awareness of how to behave safely and socially. This is because staff are good role models and have clear boundaries in place. Therefore, children gain a good awareness of what staff expect from them. Children go outside for periods of fresh air and exercise during the day as they play in a fenced area with direct access from the toddler room. This area is resourced with an abundance of good quality and stimulating resources.

However, the area is cluttered and this creates hazards to children's play. This hinders children's ability to develop an awareness of personal safety and the safety of others. For example, children have little open space to run around. Consequently, they step on to wheeled toys as they run without understanding the dangers.

Children have easy access to a broad range of resources indoors covering all areas of learning. The environment is planned to meet children's individual next steps in development and provide choices linked to their current interests. Consequently, children are able to make choices about their learning to boost their self-esteem and sense of well-being. Staff help children to prepare for changes in their daily routine by encouraging them to stop what they are doing and help to tidy up. This means children begin to learn to take responsibility for maintaining a clean environment, and signals to children that something is about to happen, such as dinner time.

Children sit together at snack and meal times as they learn that these are sociable occasions. Staff encourage children to wait for everyone to have their food before starting to eat. Children do this happily and demonstrate their very good manners as they spontaneously say 'please' and 'thank you'. Children's understanding of making food choices to support a healthy lifestyle is fostered. They choose from healthy options and control their own portion sizes as they serve themselves, practising their self-care skills. Children wash their hands before eating and understand why they need to do so to keep healthy. However, their understanding of good hygiene practices is compromised as staff risk infection by filling the children's drinking water jug from the taps in the toilets. Children's good health and safety are also risked as water leaks in the toilets leave puddles in the cubicles. This hinders children in acquiring the necessary skills and knowledge to care for themselves as they move on to school.

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

The inspection was prioritised after Ofsted received information raising concerns about procedures around accidents and injuries to children at the setting. There are policies and procedures in place at the nursery and these provide guidance for staff to help them to understand their roles and responsibilities. However, the procedures for recording and reporting accidents at the setting are not always adhered to. As a result, parents are sometimes not informed of children's injuries and/or first-aid treatment to ensure their continued good health. Staff conduct risk assessments and complete a daily check of the areas before children arrive. However, these are not sufficiently robust to ensure all hazards are identified, reduced or minimised. For instance, the outdoor area is very cluttered and this increases the chance of children having accidents and injuries. Staff know the signs and symptoms of abuse and have a robust understanding of their responsibilities in relation to safeguarding children. For example, they are confident of the procedures to follow if they have concerns about the conduct of colleagues or when children arrive with injuries they receive outside of the setting. Staff recruitment and induction procedures are mostly sound. However, the checks carried out to ensure staff are suitable to work with children are not always fully recorded as is required. The nursery maintains safe adult-to-child ratios to supervise children suitably throughout the day.

Staff know that it is important to work with families to support children and have sound relationships with parents. Parents are generally happy with the care their children receive and feel well informed about their children's day. Staff provide advice and guidance to support children's development at home, particularly in relation to behaviour management. Staff use information from parents about children's home activities and experiences to contribute to their learning. Staff work with the local schools to ease the transition for children as they move on to the next phase of their learning and work with outside agencies when required to support children with special educational needs and/or disabilities. Staff undertake training, such as first aid and safeguarding. This enables them to be aware of requirements and maintain their knowledge. They have an effective understanding of the learning and development requirements of the Early Years Foundation Stage. The manager monitors children's learning and development files to ensure they are accurate, up to date and are being effectively used to assess children's progress and to identify their next steps in learning. As a result, children are making good progress towards the early learning goals.

The manager conducts thorough appraisals and supervisions on all staff to ensure the quality of teaching continues to improve. Team meetings are held regularly for staff to share good practice and new ideas, which benefits all children at the setting. For example, staff contribute ideas to the continuous improvement file to develop the rooms even further. The self-evaluation process is contributing to the future plans for the nursery and the recommendations raised at the last inspection have been addressed, with partial success. For instance, children now have good opportunities to practise their growing independence skills and children's hygiene routines have been improved. Nevertheless, there are still concerns about staff practice and leaks in the toilet areas that pose health and safety risks to children.

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 that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY296978
Local authority	Tameside
Inspection number	979959
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	106
Name of provider	Lisa Elizabeth Jones and Michael Jason Jones Partnership
Date of previous inspection	10/09/2009
Telephone number	0161 343 2922

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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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