

# Rainbow Childrens Nursery

26-28 Eastbourne Grove, Bolton, Lancashire, BL1 5LH

<b>Inspection date</b>	22/08/2014
Previous inspection date	17/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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

- Children receive a personalised curriculum that keeps them engaged and motivated to learn. Consequently, children are confident to take on new challenges and display the characteristics of effective learning.
- The quality of teaching is consistently good across the nursery. The key-person system is well rooted and supports the emotional well-being of all children. Children settle very well and form secure bonds with the adults, who care for them.
- Staff have a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are aware of the signs, symptoms and indicators of abuse and know the referral procedure well. Consequently, children are very well protected and their safety is assured.
- Leaders and managers demonstrate a strong drive for continual improvement. Self-evaluative practice is well-fostered and realistic targets are set. Partnership working is successfully embedded. Links with parents, schools and the local authority are successfully in place.

### It is not yet outstanding because

- Pre-school children are not always provided with opportunities to self-serve their own foods and pour their own drinks at mealtimes.
- Resources and images across the nursery do not fully reflect diversity. Consequently, opportunities for children to learn about difference and similarities in others are missed.

## 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 carried out a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the four playrooms and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager and held a meeting with the management team.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.

## Inspector

Luke Heaney

## Full report

### Information about the setting

Rainbow Childrens Nursery was registered in 1987 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two converted houses, in the Heaton area of Bolton. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and three members of staff are working towards a level 2 qualification in childcare. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority early years team.

### What the setting needs to do to improve further

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

- develop further opportunities for pre-school children to increase their independence to the utmost by self-serving their own food and pouring their own drinks
  
- enhance children's early understanding of diversity through a range of resources, toys and images that reflect difference and similarities in children and their local community.

## Inspection judgements

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage. Consequently, children receive interesting and personalised educational programmes that keep them motivated and eager to learn. For example, children in the toddler room are presented with opportunities to discuss the lifecycle of a caterpillar, focusing on colour, size and change. As a result, children become fascinated and develop an early understanding of the world in which they live. Children's initial starting points are obtained upon entry and staff fully utilise this information, offering tailored care and learning programmes. Staff place high emphasis on child-initiated learning and act upon requests as they listen and respond to children perceptively. For example, older children inform staff that they want to practise name writing outdoors using paint brushes and water. Staff fully respect this and provide the resources for the children to proceed with the activity. Consequently, children display high levels of enthusiasm in self-chosen activities.

Children's sensory development is well supported and staff provide various opportunities to enhance children's awareness of sound, texture and taste. For example, babies become engrossed in exploring water and glitter and older children experiment with sound while playing various musical instruments. Children's communication and language acquisition is well supported by the experienced staff team. They model the correct pronunciation of words, demonstrate good listening skills and encourage children to be active talkers during routines, such as snack time. As a result, children make good progress in communication and language relative to their starting points. The learning environments are rich in print and children learn from a young age that print relays a specific meaning. Consequently, pre-school children decode their own and their peers names and recognise key words in books. Children's physical development is very well promoted across the nursery and all of them receive adequate physical challenge. Babies crawl and shuffle around low-level equipment, toddlers master the skill of balancing trikes and older children demonstrate effective large muscle skills as they hop, jump and climb around apparatus.

Learning environments are clean, fit for purpose and host a variety of good quality toys. Children independently access resources and play harmoniously with one another. However, there is scope to further introduce more toys, resources and display images that positively reflect diversity, to enable children to develop a greater understanding of difference and similarities between themselves and others. The quality of teaching is good across the nursery. Effective systems are in place for the monitoring of this and staff continuously reflect on the impact teaching has on children. Consequently, children receive good quality experiences by highly skilled staff. Systems to ascertain and monitor children's ongoing learning and development are robust. Staff have a good understanding of the observation, assessment and planning systems. Tracking is robust and regularly reviewed by management. The progress check completed between the ages of two and three years is well rooted and includes the views of parents and other early years professionals, such as the early years adviser and healthcare professionals.

Children with special educational needs and/or disabilities are well supported by the knowledgeable and experienced special educational needs coordinator. She liaises with the relevant agencies, provides perceptive support and puts robust interventions in place. As a result, children with special educational needs and/or disabilities make good progress relative to their starting points. Children, who speak English as an additional language, are supported effectively. Staff liaise with parents, obtain key phrases in home languages and use communication cards and visual prompts to enhance language development. Further advice and support are sought from a speech and language therapist and tailored intervention programmes, are successfully embedded. Staff prepare children for their next steps in learning effectively. They support transitions within the nursery and to school very well. Allocated time is given to key persons to bond with children and visits take place to the new rooms or to their new setting. When children are ready to move to school, staff provide tailored support to ensure children's emotional well-being is effectively met. Approaching the transition to school, children participate in group discussions, role play and look at photographs of their new school. Staff promote impending moves to school as a fun, positive and exciting milestone. Consequently, children become excited and show great enthusiasm as they share the names of their teachers and their new peers with staff and other children.

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

Staff are caring, loving and affectionate towards children. They respect each child as an individual and respond to their needs effectively. Consequently, children enter their busy and vibrant nursery with great enthusiasm, leave their parents with ease and embrace key persons with hugs. The settling-in process is well rooted and staff fully utilise information gathered from home and other settings to make the transition period as smooth as possible. Staff are aware of possible barriers of attachment and they have attended training around separation anxiety. As a result, children's emotional well-being is adequately supported and they quickly establish a strong sense of trust and security with their key person. Children's personal, social and emotional development is effectively supported across the nursery. They participate in small group activities, discuss feelings and talk about the characteristics of being a good friend. Consequently, children show genuine care and affection for one another. Children's behaviour is consistently good across the nursery. Staff follow clear and consistent behaviour management strategies, which are age and developmentally appropriate. They are good role models and provide incentives, such as stickers, for outstanding contributions. Consequently, children learn from a young age what is expected of them and routinely remind each other of how to be a good friend.

Staff encourage children to take an active role in keeping their play environments clean, safe and tidy. As a result, older children help staff to tidy toys away, clean spillages and are aware of potential dangers, such as running too fast in confined areas. Pre-school children talk to each other about the significance of holding onto safety rails while walking down stairs, fastening shoes correctly and holding onto climbing apparatus while playing outdoors. Staff have developed good risk-taking measures with children and actively promote them to have a go and manage their own risks during play. For example, children carefully assess climbing equipment and understand their personal limits and boundaries. Consequently, children are confident to call for help or reassurance when faced with challenges that they are not comfortable with. Staff are always close by to support children through this and offer lots of praise and encouragement. Robust risk assessments are in place and staff are fully aware of how to keep children safe and secure. Fire evacuation procedures are implemented on a regular basis and the relevant fire detection equipment is in place and regularly checked.

Children's health and well-being are effectively promoted across the nursery. They are provided with healthy, nutritious and wholesome foods. Staff demonstrate robust hygiene practices as they wear protective clothing during changing times, sanitise all surfaces and wash their hands throughout the day. This ensures that all environments are clean and the risk of cross-infection is effectively minimised. Children develop a good awareness of healthy living at an early age. For example, babies receive sufficient fresh air, are presented with physical challenges and are provided with opportunities to try healthy finger foods, such as carrots and fruit. Older children discuss the difference between healthy and less healthy foods, the significance of exercise and they monitor the rhythm and beat of their hearts during physical activity. Furthermore, children wash their hands, blow their noses and older children tend to their own toilet needs. Children's oral hygiene is promoted through a local authority dentistry scheme. They learn about the significance

of brushing their teeth and are informed of the impact that sugary foods and sweets can have on them. As a result, pre-school children independently brush their teeth after mealtimes and gain a basic understanding of maintaining good oral hygiene. Drinking water is readily available along with healthy snacks throughout the day. Children's independent skills are promoted adequately across the nursery. Babies independently use beakers to drink from, toddlers tidy away toys and older children fasten their shoes. However, pre-school children are not always provided with further opportunities to enhance their independence during mealtimes, such as self-serving their foods and pouring their own drinks. Staff provide a range of activities and challenges to equip children with the positive dispositions and attitudes to be ready for school. A more focused approach to adult-led learning is adopted as children progress and their self-control skills are further developed along with their concentration and listening skills. For example, staff provide pre-school children with directed learning time, such as letters and sounds. Children are also given further tasks, such as name writing, counting and reading. Staff share these school readiness strategies with parents, so that a consistent approach to learning and school readiness can be shared from the nursery to the child's home.

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

Staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant safeguarding training and can correctly identify the categories of abuse and the possible signs, symptoms and indicators that may follow. Staff are aware of the correct procedures to implement and know of the external agencies, who can help, such as the Local Authority Designated Safeguarding Officer. They are fully aware of their responsibility to report any concerns about a colleague's professional conduct and are aware of the nursery's whistle-blowing policy. Management routinely update staff knowledge through varied training programmes and provide detailed questionnaires and scenarios to consolidate safeguarding knowledge. Consequently, children are very well protected and their safety is assured.

Management have effective systems in place to ensure that they are continually meeting the learning and development requirements. They fully comprehend what is expected of them and demonstrate high levels of commitment for the care and learning arrangements presented to all children. As a result, robust monitoring procedures are in place for teaching, care and learning. Planning systems are meticulously checked to ensure they offer sufficient challenge, are age appropriate and include the needs, interests and next steps in children's learning. Assessments are carried out on a regular basis and evidence trails are implemented to ensure children's learning and development are accurately recorded, evaluated and linked to appropriate developmental outcomes. Tracking systems are effective and management are aware of children's individual progress relative to their starting points. Regular management meetings are held and scrutiny of tracking takes place to identify potential gaps or correlations in learning. Consequently, management are quick to put the relevant interventions in place to ensure the attainment gap is narrowing for individual and identified cohorts of children. Management effectively monitor the quality of teaching and have secure systems in place to identify strengths and

weaknesses, such as the implementation of professional observations. Clear, constructive feedback is given to staff and appropriate targets are set to improve professional practice. Management work closely with all staff and provide tailored training programmes and mentor support. Consequently, staff receive comprehensive training packages and perceptive support from well-qualified and experienced staff members.

Self-evaluation systems are well rooted and the experienced management team know how to effectively meet and prioritise future improvements. Management work closely with middle leaders, the local authority early years team, parents and where possible children, to bring about change and improvement. Questionnaires are sent out to staff and parents to obtain views and older children are asked as to which resources and toys they would like to have. Management have worked hard since the last inspection and have successfully met the recommendations. Effective supervision and appraisals are implemented on a regular basis and provide staff with a platform to improve professional practice and address any concerns they may have. Detailed action plans are set from appraisals and are evaluated effectively with management. Supervisions allow management to ascertain the ongoing suitability of staff and monitor aspects of professional development on a more frequent basis. Robust recruitment and vetting systems are firmly in place and the management have a good understanding of safer recruitment procedures. Consequently, the adults working with children have undergone comprehensive vetting procedures, such as an Enhanced Disclosure and Barring Service check and an in-depth induction supervision. Partnership working is well fostered across the nursery. Management have strong links with the local authority early years team, childminders and local primary schools. Parental partnerships is a strength of the nursery. Parents attend regular parent meetings and they are kept well informed of their child's learning and development. Parents speak highly of services offered and state 'staff are so loving and kind towards children. They are so passionate about their jobs and the children love them'.

### **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. 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

<b>Unique reference number</b>	315998
<b>Local authority</b>	Bolton
<b>Inspection number</b>	868333
<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>	80
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Karrey Ann Cotton and Christopher Cotton Partnership
<b>Date of previous inspection</b>	17/02/2011
<b>Telephone number</b>	01204 493889

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

