

ABC Rainbow Day Nurseries Ltd

40 Eastwood Road, RAYLEIGH, Essex, SS6 7JQ

Inspection date

10/09/2014

Previous inspection date

25/03/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

1

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

- Children's safety and well-being is not sufficiently promoted because effective procedures are not in place to prevent children from being left in the garden unsupervised.
- Children are not effectively safeguarded. Staff do not have a robust knowledge of safeguarding procedures, such as whistleblowing, to protect children from harm.
- Teaching requires improvement. Staff do not recognise the benefits of including and engaging with all children during social occasions, such as snack times, to support their personal, emotional and social development. Staff do not recognise and use all children's achievements, from home and the nursery, to monitor their ongoing progress.
- The partnership with parents is compromised due to the lack of communication and openness following significant safeguarding events.
- The partnerships with other professionals and settings is not always actively promoted. Therefore, consistent care and learning for some children is not fully supported.

It has the following strengths

- Children enjoy outdoor play and learning about the world around them; experimenting with natural materials and how plants grow.
- Children settle quickly and confidently transfer to the next room due to the effective key-person system and settling-in programme.

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 spent time observing staff's practice and children's learning in all three rooms and the outdoor play areas.
- The inspector carried out a joint observation with a room leader.
- The inspector sampled documentation, including evidence of suitability and qualifications of staff working with children.
- The inspector took into consideration the views of parents and carers spoken to on the day.
- The inspector took into consideration the self-evaluation of the setting.

Inspector

Claire Parnell

Full report

Information about the setting

ABC Rainbow Day Nursery was registered in 1984 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a two storey, converted residential house with a purpose-built baby unit, in Rayleigh, Essex. It is one of two settings privately run and managed by the same limited company. The nursery serves the local community and wider areas and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 19 staff, of whom, 15 hold appropriate early years qualifications. There is currently one staff member working towards a recognised qualification at level 5 and one member of staff holds the Early Years Professional status. The nursery operates five days a week, all year round, with the exception of Bank Holidays and the Christmas week. Opening times are from 7am to 6.30pm. There are currently 73 children on roll in the early years age range who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have 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:

- improve the procedures for taking children to and from the outside play area to ensure they are not left unsupervised and are kept safe
- develop staff's knowledge of safeguarding procedures to ensure that children are protected from harm
- increase the effectiveness of teaching through quality learning experiences that are fully inclusive to all children
- improve the partnership with parents to ensure important information regarding significant safeguarding events are communicated, to promote children's ongoing well-being and safety
- use all the information gained from observations and assessments, as well as parents contributions, to track, monitor and plan for children's progress.

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

- strengthen the partnerships with other settings and other professionals who are involved in the care and learning of children, to promote consistent and continuous practices, particularly children with special educational needs and/or disabilities.

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

The educational programme covers all seven of the areas of learning. Staff have a reasonable understanding of how to provide exciting and stimulating activities for children in all the rooms. However, on occasions, children are not included in routine activities to promote their all round learning. For example, in the baby room, children who are no longer in highchairs are sat separately to the other children in highchairs, on their own. They receive limited interaction and engagement in snack time to promote their personal, emotional and social skills. Therefore, staff are not providing an inclusive quality learning opportunity for all children. Babies have freedom to explore their environment, using their bare feet, mouths and hands to use senses to explore toys and experiment with their use. Some babies thoroughly enjoy books and staff provide small, easy to hold books to promote their independent use and ongoing interest. Others show delight at exploring sounds and visual aids that staff provide in different forms. For example, babies tip the bottles of various contents, such as rice, glitter and paper, to see what happens to its

contents and the noise it makes. Staff engage the babies in a positive way by shaking the bottles, gaining their attention and then slowing the movement down to promote curiosity.

Children in the toddler room happily engage with staff, especially in the book corner and the messy play area. They explore shaving foam excitedly, listening to ideas about marks they can make with their whole hands and fingers. Staff extend this well by providing tools such as brushes and rollers. This supports children's pre-writing skills and inquisitiveness into different materials. They listen intently to stories. Staff use clever techniques to engage children's interest in the story through effective questioning. For example, children point to their favourite colours in the book and staff ask where else they can see their favourite colour. Children quickly scan the room, their clothes and equipment for the colour and respond to the staff's question. Staff then return to the story restoring the young children's interest and engagement.

Children in the pre-school room show good communication skills. They confidently have conversations with each other and adults. They listen carefully to instructions and carry them out enthusiastically. They have emerging skills to write recognisable letters through labelling, such as their pieces of work and labels for displays. They take ownership of their work by showing an understanding that print has a meaning through their written name. All children thoroughly enjoy exploring and experimenting outside. All children spend quality time outside each day. Younger children explore textures and sound outside, using musical instruments and listening to the sounds around them. Toddlers and pre-school children thoroughly enjoy exploring and experimenting within the natural world. For example, they dig in the mud garden and help to prepare the soil, plant seeds and plants and watch and experience the growing cycle of fruits and vegetables. Outdoor play is a strong feature of the nursery and staff work hard in developing this area of play to incorporate all areas of learning. The majority of opportunities and activities available to children support their skills for future learning.

The assessment, observation and planning programme is an area that is continually developing to track, monitor and plan for children's ongoing progress. Children's starting points are gained from parents when they first settle to initiate the planning for their next steps of development. Staff make short observations of children's achievements but only make links to one area of learning at a time, which is highlighted through the planning. Staff do not make good use of the other observations made of other areas of learning to show children's progress in all areas. Parents inform staff about children's achievements at home through regular written information. Staff only use information from these that link to the aspects of learning that they are concentrating on for that month for all children. Staff are aware of children who attend other settings but do not actively engaged in providing or using information from these settings to promote a consistent approach to children's learning. Therefore, the assessment programme is not illustrating a full picture of each child's development.

The key-person system helps to support most children's confidence and self-esteem. This is evident especially when new children are settling or are transferring from another room. Staff take time to gradually introduce children to their new surroundings, building a picture of children's interests and characters to enhance their confidence and independence. A good working relationship is established between the two key people when children transfer to the next room to offer continuous care. Therefore, children make positive attachments with staff and their peers. Older children make their needs known and independently carry out tasks, such as toileting, washing hands and getting ready to go outside. Younger children are encouraged to develop independent self-help skills at an early age, such as finding their shoes for outdoor play. Children's safety is sometimes compromised. The supervision of children between the indoor and outdoor areas is not effectively managed and children feel the need to share their experiences of being left outside unsupervised, with other staff. Therefore, some individual children's emotional well-being is not adequately promoted. Children behave well in the nursery. They listen carefully to staff's explanations and show care and compassion toward their peers. Staff give clear and simple instructions to younger children to support their understanding of appropriate behaviour and their own safety. For example, babies who stand on the low-level sofa are asked to sit down slowly when looking at books and are given a guiding hand to sit down carefully.

Children use the outside area well to promote physical play and to gain fresh air. Additional activities highly promote children's physical skills. For example, both the toddler and pre-school children join in regular dance sessions led by an external teacher to support their coordination, movement and balance. They enthusiastically jump, skip, hop and turn to the music, using the instructions and the music to produce rhythmical movements. Younger children use the environment well to develop physical skills. Babies are encouraged to find their own confident and safe way to move from the inside area to outside, with staff supporting them well to develop their independence. Children enjoy healthy meals and snacks in the nursery. They talk about food and drink that makes them grow and their preferences at meal times. Children are encouraged to develop self-help skills in serving themselves and pouring their drinks from an early age. Hygiene procedure are implemented appropriately to promote children's ongoing health. Children are encouraged to wash their hands before meals and after toileting and messy play. They enjoy tasks of helping to clean up messy play, using towels and cloths to clear away shaving foam and to clean themselves down when clothes become soiled. These skills support children's emotional readiness for school.

Children learn about the differences in society through cultural celebrations and regular trips out into the local community. For example, children and their parents who celebrate festivals at home are encouraged to share their experiences with staff and the rest of the children. Children regularly visit local shops and amenities to share in the experiences of the community, such as the library. Children use some resources that promote positive images of today's society, helping them to understand and celebrate differences. However, some staff's practice does not always actively provide an inclusive environment for all children and not all information is gained and used effectively to support children's individual needs.

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

The inspection was prioritised following concerns raised about the provider's ability to keep children safe in the nursery. The inspection found that the provider failed to supervise children appropriately, resulting in a child being left unsupervised in the garden. The nursery carries out risk assessments, including transferring children to and from the garden but this is not rigorously implemented to prevent children from being left in the garden unnoticed and unsupervised. This significant weakness in practice is a breach in the safeguarding and welfare requirements of the Early Years Foundation Stage and breaches requirements of the Childcare Register. This breach has an impact on the safety and well-being of children in the nursery and demonstrates that the provider does not fully understand their responsibility in meeting the requirements of the Early Years Foundation Stage. The nursery also failed to inform both Ofsted and the parents of this significant safeguarding event.

The provider is in breach of a further safeguarding and welfare requirement that has a negative impact on the leadership and management of the nursery. The provider does not ensure that all the staff understand the nursery's safeguarding policy and procedures fully. Some staff are unable to demonstrate a robust knowledge of procedures to follow to protect children from harm, even though they have attended safeguarding training and appropriate information is accessible to them. This is also a breach of the requirements for the compulsory part of the Childcare Register. Documentation that promotes children's welfare is mainly secure. For example, staff accurately record children's attendance. Children's records contain relevant information, such as parental responsibility, allergies, language spoken at home and emergency contacts. Robust recruitment procedures are implemented. Checks are carried out to provide evidence of staff's suitability to work with children. The majority of staff hold a current paediatric first-aid certificate. Careful consideration is given to organising the deployment of staff in the room to ensure a first-aid trained member of staff is always on hand for emergencies.

Staff in the nursery all have input into the self-evaluation to assess the effectiveness of their practice. This is regularly updated and mostly positively acted upon. Staff have a positive attitude towards training and are eager to extend their skills and knowledge in a variety of training subjects. A regular supervision system supports staff's performance, highlighting their strengths and identifying areas for improvement. The management make regular observations of staff's practice and give feedback as to how to improve outcomes for children. Staff have opportunities to extend their professional qualifications to a higher level while working at the nursery. Parents provide valued information about their views of the service through regular questionnaires. Staff use conversations with children to collate their views on the nursery and the activities they take part in.

The partnership with parents is disjointed. Parents and carers make positive comments about the nursery, saying that they are happy with their children's care and know that they are learning. They value the relationship they have with the staff, especially their key person. They find the nursery to have a friendly atmosphere and feel they receive suitable

information about their children's day. However, parents are not informed of significant safeguarding events that occur in the nursery. This has a negative impact on the ongoing safety and well-being of children. Parents are not actively supported to share information about other settings that children attend to promote consistent approaches to children's learning and development. The partnership with other settings and other professionals is not fully supported. Children, especially those with special educational needs and/or disabilities, are not always provided with consistent approaches to their care and development. Staff do not actively engage in effective partnerships with parents and professionals. Therefore, the relevant information is not effectively used to fully support the children's individual needs to secure appropriate intervention.

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 staff implement the written statement of procedures to be followed to safeguard children from abuse and neglect (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health and safety of the children in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health and safety of the children in their care (voluntary part of the Childcare Register)
- ensure that all staff implement the written statement of procedures to be followed to safeguard children from abuse and neglect (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	402033
Local authority	Essex
Inspection number	988735
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	73
Name of provider	ABC Rainbow Day Nurseries Limited
Date of previous inspection	25/03/2011
Telephone number	01268 778078

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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.

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.

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