

Rainbow Day Nursery

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

Inspection date	08/10/2014
Previous inspection date	17/04/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Practitioners complete regular child protection training, have a secure understanding of their roles and responsibilities and follow effective procedures to protect children. As a result, children are effectively safeguarded.
- Practitioners implement effective teaching skills, successfully track individual children's development and complete secure observations and assessments. As a result, children are making good progress in their learning and development.
- Children form secure attachments with practitioners and have appropriate time to settle. They move onto their next stage in their learning smoothly because of the sensitive support the key person offers to individual children.
- Effective partnerships with parents and other professionals impact positively on all children's needs being met. Children receive focused support to enhance their all-round development and welfare needs.

It is not yet outstanding because

- On occasions, some children are interrupted in their play. This is because some practitioners do not always organise snack time to maximise opportunities for children to remain deeply involved their play.
- Sometimes, opportunities for children to engage in critical thinking, are not maximised. This is because, on occasions, practitioners do not always model thinking during role-play activities.

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 spoke with the owner/manager and practitioners at appropriate times throughout the inspection.
- The inspector observed children during activities indoors.
- The inspector held a joint observation with the owner/manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and practitioners' records.
- The inspector looked at children's assessment records and a range of other documentation.

Inspector

Judith Rayner

Full report

Information about the setting

Rainbow Day Nursery was registered again 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 seven members of childcare staff, of whom, five hold appropriate early years qualifications at level 3 and two are unqualified. The nursery opens Monday to Friday, all year round, with the exception of public holidays and a week over the Christmas period. Hours of opening are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending, all of whom 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 further improve the quality of the early years provision the provider should:

- enhance children's play by ensuring that they have more uninterrupted time and opportunity to play, explore and become deeply involved in activities, for example, by having a less structured time for snack

- review the way some teaching methods are used, to incorporate more modelling of thinking to maximise opportunities for children to use critical thinking in their learning, particularly during role-play activities in the pre-school room.

Inspection judgements

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

The quality of teaching is good. Practitioners have a good understanding of how children learn through play and carefully plan play pertinent to individual children. Practitioners are motivated and committed to ensure each child is offered and supported effectively throughout their time at the nursery. Play is planned successfully, taking into consideration children's interests, age and stage of development from robust observational skills by practitioners. As a result, children are active learners and are making good progress in their development. Practitioners understand the importance of gathering useful information from parents about their child and use this as a starting point to build upon their interests and stage of development. Children's progress is recorded in their own development file, which is also regularly shared with parents, keeping them updated on their child's progress. This also helps parents to understand how well their child is developing. Furthermore, parents are actively involved in their child's learning at home. Activities and ideas are shared between the key person and parents. This enables the

parents to continue their child's learning experiences at home. Practitioners are familiar with the progress check for children between the ages of two and three years and complete this when necessary. They help children to enhance their skills in readiness for attending school. For example, practitioners promote a similar routine to the local school. When children arrive, they find their picture and name on the door, sit in a 'welcome time' activity and talk about the weather, days of the week and complete phonic work. Overall, this helps children to enhance their social skills and increase their confidence while speaking in groups with their friends.

Children in the pre-school room thoroughly enjoy imaginative play. They play alongside their friends as well as play cooperatively with one another in small groups. Practitioners engage well with the children. They sit on the floor with the children listening to what they are talking about. However, sometimes practitioners use their teaching skills less effectively to engage children to think more critically. For example, practitioners sometimes answer questions for the children rather than encouraging them to work out the question themselves when talking about the sizes of swimming costumes. Children are happy and settled. They show good levels of confidence and are eager to explore their surroundings. Children are active learners. Practitioners place toys and resources that are easily accessible, which helps children to focus and become more deeply involved in their chosen activity. However, the organisation of some snack times in the pre-school room, interrupts children's flow of play, their concentration and enjoyment. Despite this, children prepare for snack time and sit well at the table, engaging in conversations about holidays and what they have eaten. Practitioners support children in developing their language and communication skills by repeating words and using correct pronunciation, which consolidates children's learning. Children show a great interest in planning for their next role-play area, which is pirates. Practitioners build upon children's interests and involve them from the start. For example, children with the practitioners collect cardboard boxes from the local supermarket and design their figurehead for the front of the ship. Furthermore, they demonstrate good skills in making marks on paper while looking at themselves using mirrors then draw self-portraits for their own 'wanted' posters as pirates.

Toddlers enjoy water play. Practitioners ensure the activity entices children to explore by adding the smell of mint and sponges. This enhances children's sensory skills well. They explore the differing textures and extend their own learning by using the sponges to wipe down the role-play kitchen. Practitioners recognise the risk of water spillage and take prompt action to ensure children remain safe while offering continuous provision. Practitioners ask open-ended questions and encourage children to use new words, such as 'squeeze', as they manipulate the sponges in their hands. Children copy the word and action, which enhances their language and physical skills well. Other toddlers extend their design skills using glue to stick pieces of chalk on paper. Practitioners understand the benefits for children to be able to explore and try out new challenges while freely expressing themselves during creative and art activities. They are good role models for helping children to enhance their mathematical skills during role play. Practitioners use effective teaching skills while talking with children about the sizes of socks they pretend to wash. Opportunities are used well by practitioners to support children in their counting skills. For example, practitioners sit on the floor with children guiding them when counting how many pieces of clothing are put in the basket. A good selection of open-ended

questions and modelling of thinking by practitioners entices children to spend more time at the activity while enhancing their all-round development.

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

Practitioners are good role models and teach children about keeping healthy and staying safe through daily tasks and activities. They oversee children's toileting, self-care routines and general care of the toys effectively. Children learn about keeping safe by understanding the importance of holding onto the bannister when walking up and down the stairs. Furthermore, pre-school children understand the importance of waiting carefully on the landing area while waiting to use the toilet. Practitioners supervise children while overseeing this and talk with them about the possible dangers if they do not wait appropriately. Children enjoy a good range of healthy snacks and meals, which adhere to their individual dietary needs. For example, for snack, children are encouraged to try various fruits and use their muscle skills well to peel fruit, such as bananas and small oranges. Children sit well at the table and enjoy their meals and further enhance their social, physical and language skills. Practitioners successfully undertake training to ensure they handle and prepare food appropriately to prevent the spread of germs and food contamination. All children spend appropriate amounts of time outside. They enjoy exercising in most weathers, benefitting from the fresh air while having fun. Practitioners are able to deal with any minor accidents and meet children's medical needs swiftly, both on the premises or on any outings with them. This is because there are a sufficient number of practitioners, who hold current paediatric first-aid qualifications.

Children's behaviour is good. Practitioners work sensitively supporting children, who require extra support in learning about what is expected of them. Positive words of encouragement and praise are regularly used, which helps children to feel good about themselves. Practitioners ensure all children receive consistent messages about what is expected of them, which creates a feeling of security for all children. Any minor disputes are dealt with calmly and swiftly to which children respond positively to and quickly settle back into their play. Practitioners create a welcoming, safe, clean and stimulating environment for children. Colourful displays of children's artwork, posters and photographs create a welcoming and stimulating environment, which helps all children have a sense of belonging. Toys, resources and activities are attractively presented and appropriate for the age and ability of children in attendance. Children are confident and make independent choices in their play. They show good levels of care towards toys and resources, carefully placing items in their correct storage places during tidy up time.

Effective multi-agency working and partnership with parents ensures that all children are given good levels of support to meet their varying and individual needs. Practitioners recognise different cultures and lifestyles and respect children's individuality well. Furthermore, practitioners are kind, caring and treat each child with respect, valuing their uniqueness, therefore, promoting an inclusive environment. Practitioners sensitively discuss and record in detail children's overall needs and starting points with parents. As a result, children settle quickly because practitioners provide toys and resources that they know the children enjoy playing with while meeting their care and learning needs. Overall, children are happy and engaged in their play. They are forming warm and secure

attachments with their key person and other practitioners. Children are supported well emotionally when starting at the nursery and when moving onto the next stage in their learning and eventually onto school. Practitioners value the importance of linking with schools and share relevant information with the children's new teachers.

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

Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Practitioners undertake regular child protection training to ensure they have a secure knowledge and understanding of child protection procedures. All practitioners have completed Disclosure and Barring Service checks successfully ensuring that they are suitable to work with children. Robust recruitment and selection procedures are in place. All candidates for new posts in the nursery are vetted effectively to ensure they are suitable to be in post. There are also clear procedures in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of practitioners. The manager/owner and deputy manager complete observations of practitioners' performance and regularly guide them in their teaching skills. Practitioners ensure ratios are met and deploy themselves well ensuring that they are able to support children in their learning and development. Appropriate cover is maintained during practitioners' breaks, such as over the lunch time period, to ensure children's needs are met effectively. The manager/owner and deputy manager review the risk assessments on a regular basis to monitor any emerging safety patterns. They are proactive and take action, in order to swiftly maintain a safe place for children, staff, visitors and parents. Furthermore, practitioners complete visual checks before children arrive, as well as recording all checks completed to ensure all areas where they have access to, are safe and secure.

Practitioners adhere to the clearly, well-written policies and procedures and implement and maintain them well. They also understand the importance of maintaining accurate records, which also contributes to the successful smooth running of the setting. Additionally, all practitioners, including the deputy manager, are vigilant in ensuring that Ofsted are notified of any significant events. This is because the manager/owner has implemented robust training for all practitioners. The deputy manager is also confident to undertake all responsibilities should the manager not be on the premises. Overall, children are effectively safeguarded. Following the last inspection by Ofsted, the provider received a welfare requirement notice and a number of actions to improve. There was also a subsequent monitoring visit made by Ofsted. Actions raised at the last inspection have been successfully addressed to promote children's safety and well-being. The manager/owner has worked hard to implement practice, such as holding regular supervisions and practitioners' meetings, to assess and identify their performance, strengths and areas for improvement. Practitioners work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As result, children are settled, happy and supported well in their care, learning and development. The manager/owner is very much hands-on and guides practitioners in their overall daily tasks and responsibilities. Practitioners value children's

and parents ideas and suggestions to make improvements. They also understand the importance of reflecting on the service that is offered and as a team take action to improve outcomes for children. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. The manager/owner oversees what practitioners will do next to support the next stage in children's learning with clear links to the areas of learning.

The overall partnerships with parents and others are strong. Children receive focused support to enhance their all-round development and welfare needs. Parents of new children starting are offered sensitive support and a good range of information about how they will be looked after while offering flexible settling-in times and sessions. Parents speak positively about the effective ways in which communication is maintained, keeping them up to date with their child's progress and ongoing and changing needs. Additionally, parents' value the way practitioners respect their individual cultures and lifestyles while making sensitive suggestions to support their child's learning while providing further ideas for meeting their needs. Practitioners have a good understanding and value the importance of establishing trusting relationships with parents. Information is effectively and sensitively exchanged and the wishes of parents are fully respected. Practitioners work well with other agencies, such as the local authority, to identify and support children with special educational needs and/or disabilities. This involves close working with parents and professionals to meet the individual needs of children, offering effective support to them to achieve, given their starting points. Practitioners also work well with teachers to share information about children when moving onto their next stage in their learning.

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

Unique reference number	EY404659
Local authority	Nottinghamshire
Inspection number	979642
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	38
Name of provider	Jacqueline Barker
Date of previous inspection	17/04/2014
Telephone number	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.

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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