

# Rainbow Day Nursery

Rainbow Day Nursery, Stream Road, STOURBRIDGE, West Midlands, DY8 5QU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 15/10/2014 |
| Previous inspection date | 23/07/2010 |

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|--|-------------------------|---|
| <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 make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning through play, and take children's individual interests and play preferences into account.
- Effective partnership with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- Clear self-evaluation and accurate identification of areas to develop ensure continued improvement to the quality of the nursery.

### It is not yet outstanding because

- Staff do not undertake peer observations as part of reflective practice, which means that opportunities to identify and share good practice regarding teaching and learning are missed.
- Children do not have enough opportunities to see different kinds of print in their outdoor environment to further support their literacy skills.

## 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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.  
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

Rainbow Day Nursery was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two storey, detached premises located in the grounds of the old Wordsley Hospital near Stourbridge, West Midlands. The nursery serves the local area and is accessible to all children. All children share access to secure outdoor play areas. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status and one with a degree level qualification. The nursery opens Monday to Friday all year round, except bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 94 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 with special educational needs and/or disabilities.

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

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

- extend the systems in place for the performance management of staff, for example, by carrying out peer observations, in order to evaluate and monitor the impact of individual teaching skills, to help raise children's attainment to the highest level
- create an outdoor environment that is rich in print, where children can learn about letters and words, for example, by using more signs, posters and labels.

### Inspection judgements

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

A varied and exciting educational programme ensures that all children make good progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage and use their knowledge to plan interesting activities for the children that meet their individual needs. Children's progress is carefully monitored by the child's key person, who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about what children have been doing at home. This promotes a two-way flow of information, knowledge and expertise between parents and staff and has a positive impact on children's learning.

Children's communication and language skills are promoted well because teaching is good

and staff engage in meaningful conversations with them. Staff listen carefully to what children say and ask them open-ended questions to help them to develop their understanding. They chat happily together about familiar experiences, such as, previous activities, family events, and what is on the menu for lunch. As a result, children's confidence and self-esteem is fostered. Children's physical development is supported well as they have regular opportunities for play and exercise in the garden. Children learn about and see print in books, however, the outdoor environment does not fully support the development of children's literacy skills because they do not regularly see letters and words on labels, signs and posters during their play.

The environment enables children to initiate their own play, as they self-select resources from a variety of easily accessible boxes. The staff actively join in with their play, for example, staff act as passengers on trains which children have made from chairs in the garden. Consequently, children are confident, purposeful and imaginative learners. All areas in the nursery are vibrant and stimulating. The transition when children move between the rooms within the nursery and the local schools is well managed, with children's assessments following through with them. This promotes a continuity of care and children's learning. Children's personal and social skills are fostered as they are encouraged to help to dress themselves and perform self-care tasks, such as washing their hands. These are skills which help prepare children's readiness for school. This is an inclusive nursery where all children and their families are valued equally. There are effective strategies in place to support children with special educational needs and/or disabilities. For example, staff use effective teaching methods, such as, pictures, signs and simple instructions. As a result, the gap is narrowing for those children who enter the nursery with development which is below the expected milestones for their age.

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

Children thrive in this welcoming nursery. They are warmly greeted by staff on arrival and settle quickly into the routine. Staff are caring and kind and children confidently approach them for cuddles, support or reassurance. The key-person system is very effective in supporting individual needs because staff take time to get to know all the children and build secure bonds. All children benefit from good interactions with staff and babies have lots of one-to-one contact and cuddles. The settling-in period is managed well, so that key persons get to know children and their parents and share important information about their individual needs. This is done through gathering written information, flexible settling-in sessions and discussions with parents. As a result, children feel emotionally secure within the nursery. Children with special educational needs and/or disabilities are supported well. Staff create an environment that is welcoming, safe and stimulating, where children enjoy their learning and grow in confidence.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Close partnership with parents ensure that children's needs are consistently met. Children's individual dietary needs are discussed with parents and taken into account at mealtimes. Children develop a good understanding of a healthy lifestyle as staff offer a

variety of healthy snacks and talk to children about the importance of eating their vegetables at mealtimes. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. Children are encouraged to be independent as they help to pour their own drinks at snack time and clear their plates away afterwards. As a result, children's self-confidence is developing which helps them become emotionally prepared for school.

The staff are good role models and use consistent strategies and appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and share and take turns. As a result, children behave well. Staff praise children for their achievements and this helps to boost their confidence and self-esteem. Children learn to keep themselves safe as staff support them to take managed risks, such as supporting children on the climbing equipment and negotiating the stairs.

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

Managers and staff have a good understanding of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. Children are safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising the signs of abuse or neglect and how to pass any concerns on effectively. Other procedures to further protect children, such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Robust recruitment, vetting and induction procedures ensure staff are suitable for their role. Staff ongoing suitability is supported through effective systems for supervision, appraisals and performance management. However, staff do not undertake peer observations as part of their reflective practice. This means that opportunities to identify and share good practice regarding teaching and learning are missed. Extending the performance management system further, by implementing opportunities for staff to undertake peer observations of each other, would enable staff to reflect on each other's practice, building on the already good teaching that takes place.

Systems are in place to monitor children's progress and where children may need additional support, activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing. Very good attention is given to partnership working with local agencies to secure timely intervention and support for children. Staff share information effectively with other professionals who provide care for children, for example, valuable transition documents are shared with parents and other providers in order to provide a continuity of care. This demonstrates that staff understand how important it is to communicate with others, so that children receive complementary and consistent experiences in this nursery and on to school. Regular staff meetings are held to discuss best practice and children's progress. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team.

Partnerships with parents are very successful. Key persons spend time with parents at the beginning and end of the day discussing their children's needs and achievements. Consequently, parents are kept well informed about their children's progress. Parents, staff and children are encouraged to participate in the setting's self-evaluation; views are gained through staff meetings, discussion with parents and questionnaires. Parents speak highly of the nursery and staff; they are pleased with the progress their children make. Overall, children are happy, settled and enjoy the time they spend within the welcoming and happy environment.

### **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>     | 253819   |
| <b>Local authority</b>             | Dudley   |
| <b>Inspection number</b>           | 866797   |
| <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>      | 50   |
| <b>Number of children on roll</b>  | 94   |
| <b>Name of provider</b>            | Sharon Monkton & Kenneth Earnest Wesley<br>Monkton Partnership |
| <b>Date of previous inspection</b> | 23/07/2010   |
| <b>Telephone number</b>            | 01384 401112   |

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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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