

# Rainbow Day Nursery (Newcastle) Ltd

21 Castle Hill Road, Newcastle, Staffordshire, ST5 2SX

<b>Inspection date</b>	21/10/2014
Previous inspection date	03/10/2011

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

- Outstanding focus is given to supporting children with special educational needs and/or disabilities. As a result, these children make rapid progress in their development. Their needs are exceptionally well met through highly effective partnerships with external agencies and parents.
- Two-year-old children who receive funding for early education and children who speak English as an additional language make at least good progress in their development.
- There is an exceptional key-person system in place, which makes sure the highest focus is given to securing children's emotional well-being. As a result, children receive all the support they need to settle into the nursery and make seamless transitions when they move rooms and go on to school.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and met by all managers and staff. As a result, children are kept safe and protected from harm and neglect.

### It is not yet outstanding because

- Management have not been fully effective in making sure that all staff have outstanding knowledge and understanding of how to promote learning and development, so that all children are consistently supported to make rapid progress in their learning.

## 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.

## Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector held discussions with the provider, staff and children present on the day of inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector undertook a joint observation of the quality of teaching and learning with the owner.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers' self-evaluation and action plan.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

Rainbow Day Nursery is privately owned. It was registered in 1986 on the Early Years Register. It is situated in a large terraced type property on the outskirts of Newcastle-under-Lyme town centre. There are five rooms used by the children, including two enclosed outdoor areas which are situated at the rear of the nursery. The nursery serves the local area and is accessible to all children. There are 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 5 and 15 at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 73 children on roll. The nursery provides funded early education for two-, three- and four-year-old children, children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- support all staff to develop outstanding knowledge and understanding of how to promote the learning and development of children, for example, through a sharply focused programme of staff mentoring, coaching and peer observations.

## Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a good and, in some instances, outstanding knowledge and understanding of how to promote the learning and development of young children. The teaching of children with special educational needs and/or disabilities is inspirational and worthy of dissemination to other providers and all staff in the nursery. Staff work exceptionally well with external agencies and parents to identify and sharply focus on supporting small steps in children's development so that they are achieved quickly. Staff have the highest expectations for children's achievement and are uncompromising in pursuing all ways of providing all the support that is needed to extend learning and inclusion for this group of children. For example, staff request external agencies to seek the development of further specialised equipment to support children. This means that children can become even more independent and continue to exceed the initial expectations of their progress. As a result, this group of children become highly motivated, eager learners who make rapid progress in their learning and development, taking into account their starting points and capabilities. This highly focused approach is also developing in relation to supporting two-year-old children who receive funding for early education. Sharply focused assessment of this group has resulted in a 'nurture group' being developed. This makes sure that the needs of children who require their learning and care to be provided in a smaller group of

children are met. As a result, the progress of children in this group is at least good, taking into account their starting points. Children who speak English as an additional language make good progress in their development. They benefit from the rich-language environment that all staff create in the nursery. Staff also use pictorial prompts and some simple words in children's home language, which helps to support children's communication skills.

Staff understand that children learn best by using all of their senses to experiment, explore and play imaginatively and creatively. They encourage children to discover new experiences and new ways of doing things, which increases children's energy and fascination. They provide all children with a rich array of open-ended resources indoors and outdoors that can be used to make marks and combined in a number of ways. This includes, water, sand, paint, gloop, playdough, mud kitchen areas and dried foods such as pasta and flour. It also includes recycled items, such as, plastic crates, tyres, guttering, and household packaging. As a result, children spend lots of time engaged in active play, where they are exploring and experimenting using all of their senses and a wide variety of tools. This helps children to find new ways to do things, set their own challenges and to find ways to solve problems. This is particularly effective in extending and supporting learning for children under two years old because it captures their emerging natural interest and curiosity in the things they see, hear and touch.

Children's learning is enhanced by the fun and playful approach of all staff who understand how children's learning can be enhanced by working on a larger scale outdoors. For example, pre-school children have fun and extend their enjoyment and understanding of story lines as they take part in acting out the actions of stories outdoors. Children experience how characters of the book feel as they follow the same path of swishing through the grass, splashing and splashing through water and squelching through mud. A wide range of writing materials help children to develop their writing skills. Pre-school children learn to link sounds to letters during regular planned sessions. Children's interest and skills in technology is fostered well. For example, they are taught how to use simple programmes on the computer. Children learn to count, add on and take away as they sing and play. They take part in activities that sustain their interest and help them to learn about life cycles and growth and nature. For example, children grow fruit and vegetables, which they pick and eat.

Children's progress is tracked effectively. Individual files are in place for all children containing photographs, observations and assessments, which are linked to the areas of learning. There are regular opportunities for parents to discuss their children's progress and parents contribute to their child's learning journal from the outset. There is a good emphasis and focus on involving parents in children's learning, so that this can be continued at home. For example, children find and bring items from home linked to the 'letter of the week'.

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

There is an excellent key-person system in place, which makes sure children's emotional well-being is exceptionally well supported. When children first start the nursery their needs

are well matched to key-person's skills. If necessary, staff undertake further training so that they can meet children's specific medical and physical care needs. All staff are trained in paediatric first aid, which makes sure they are fully prepared to act swiftly and appropriately in the event of children's illness or injury. Key persons are effective in working in partnership with parents in identifying children's individual needs and plan settling-in sessions. This may include longer period of settling-in visits, if required. This makes sure that all children are familiar enough with their new environment and carer to be prepared to separate from their parents. Staff use a number of highly successful strategies to support this process. This includes making family boxes that contain special items from home, such as, family photographs and recordings of parent's voices to comfort children. Discussions with parents on the day of the inspection, demonstrate how quickly children develop strong attachments to their key person. Parents state that their children settle quickly and show great enjoyment attending the nursery. When children move to the next room their key persons move up to the new room with them. This helps to provide a seamless transition between the rooms and results in children settling very quickly in their new room. Pre-school children benefit from the in-depth preparation they receive to make very successful moves to reception class at school. For example, staff plan a programme of activities to help children to become independent and confident with the new situations they will experience at school. This includes serving themselves in a self-service lunch time and in changing their clothes and shoes to take part in physical education sessions. These approaches ensure children are emotionally very prepared for their next steps in learning, which helps children to become effective learners.

An extremely strong focus is given to supporting healthy lifestyles for children, particularly in relation to supporting healthy diets for children. Children take part in growing fruit and vegetables from seeds. They tend and care for them, then pick them and eat them, which helps to introduce children to a wider range of healthy foods. The nursery menu focuses on home-style cooking with fresh, healthy and nutritious and varied ingredients. The cook shares her recipes with parents to encourage children to eat new foods at home. Discussion with parents demonstrate how highly successful the nursery is in making positive changes in children's eating habits. For example, one parent states that her child eats all kinds of things he did not eat before. Children learn about good hygiene and develop good self-care skills through daily routines. Their good health is further promoted because the nursery is kept very clean and staff follow good hygiene procedures, such as wearing disposable aprons and gloves to change children's nappies. Throughout the day, children are learning the steps they can take to keep themselves safe. As a result, children learn that tools, such as scissors have to be used carefully. They learn that they must hold on to the rail as they walk up and down the stairs and they take part in regular emergency evacuations.

Children benefit from an inclusive environment where they are learning to respect and value each other's differences. The stimulating and well-resourced areas both indoors and outdoors provide children with the opportunity to develop their independence and confidence in initiating and leading their own play. Children's photographs and their work is displayed. They have their own space for their personal things and lots of opportunities to see themselves in mirrors around the nursery, which helps to further support their sense of self in the nursery. The kind, caring and nurturing approach of all staff continues in relation to supporting children to learn to manage their behaviour, take turns and share.

As a result, children's behaviour is good, they develop friendships with each other and other adults and all children benefit from a very harmonious environment.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and met by managers and all staff. As a result, safeguarding policies and procedures are robustly implemented, ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the setting are assessed and monitored for suitability. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks. For example, risks to children's safety are swiftly identified and minimised in relation to parents using the side entrance of the nursery. There is an ongoing programme of building maintenance and improvement. This includes plans to refurbish the upstairs toilet, the recently re-designed outdoor area and new resources to support children's literacy skills. As a result, children are cared for in a safe, secure, well-maintained and stimulating environment. All staff receive ongoing training and have a good knowledge and understanding of child protection procedures. The nursery works effectively as part of a multi-agency team, working together with other professional agencies. This ensures families receive early intervention and support if needed, which contributes to safeguarding children.

The management team are effective in driving and maintaining high standards of care and learning. They are particularly effective in monitoring the effectiveness of the key-person system to make sure all staff are skilled and highly effective in supporting children's emotional well-being. There is an effective programme of professional training, which includes staff undertaking training to degree level. As a result, staff have a very secure understanding of the areas of learning and how children learn. Some staff have outstanding knowledge and understanding of how they can support children's learning and progress. They provide exceptional support for children with special educational needs and/or disabilities and develop highly effective partnerships with external agencies and parents. As a result, these children's needs are extremely well-identified and exceptionally well met and they make rapid progress in their development. However, the management team have not yet been effective in making sure that all staff have outstanding knowledge and understanding of how to promote the learning and development of children, so that all children are supported to make rapid progress in their learning.

## 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>	218473
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	871243
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Rainbow Day Nursery (Newcastle) Limited
<b>Date of previous inspection</b>	03/10/2011
<b>Telephone number</b>	01782 661619

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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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