

Rainbow Day Nursery

Camp Road, LOWESTOFT, Suffolk, NR32 2LW

Inspection date

28/10/2014

Previous inspection date

06/05/2009

The quality and standards of the early years provision

This inspection:

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

- Partnerships with parents and others who provide care, learning and support for the children are highly effective. Staff are committed to working together with them, to ensure that each child's individual care and learning needs are met.
- Children are happy and settled in this warm and welcoming nursery. They build secure, emotional attachments with staff and build friendships with other children.
- Safeguarding is given high priority. Staff have a good awareness of the signs and symptoms of abuse, and are confident to report concerns.
- Children are supported well to make good progress in their learning and development. Staff understand how children learn and plan effectively, to meet the individual needs of the children attending.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to practise using their knowledge of mathematical language, such as counting in routine and play situations.
- Children's speech development is not promoted as effectively as it could be because staff do not always give children time to process questions before answering and occasionally, do not use the correct vocabulary when talking to children.

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 Ladybirds room (children aged from birth to two years), Sunbeams room (used during this inspection for children aged two to five years) and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning, and a selection of policies and records.
- The inspector held a meeting with the provider/nursery manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

Rainbow Day Nursery was registered in 1990. It is registered on the Early Years Register and operates from a converted warehouse in Lowestoft, Suffolk. There is an enclosed area available for outdoor play. The nursery is managed by a voluntary committee. It serves the local area and is accessible to all children. The nursery employs 26 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 and above. The nursery opens from 8am to 6pm, Monday to Friday for 51 weeks of the year. Children attend for a variety of sessions. There are currently 108 children on roll. 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.

What the setting needs to do to improve further

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

- focus more closely on the quality of verbal interactions with children, such as using the correct vocabulary when talking to children and giving them time to process questions before answering
- support children's developing awareness of mathematics, with regard to consistently promoting numbers and counting in everyday play and routine situations.

Inspection judgements

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

Staff gather useful information from parents when children first start at the nursery, through discussion and completing an All about me booklet. As well as care routines, this booklet also focuses on the areas of learning and what parents know about their child. As a result, staff are able to plan for children's continuing progress immediately they start to attend. Staff undertake observations of children as they play and keep a record these, along with photographic evidence. Observations are evaluated, to identify children's interests and the next steps in their learning. These are reflected in the planning to meet the unique needs of every child, ensuring that they make the best progress that they can in their learning and development. Regular summaries of children's progress are recorded and shared with parents. The progress check for children between the ages of two and three years is carried out and this is shared with parents. Parents are actively encouraged to remain involved in their children's learning in the nursery and at home. For example, they are encouraged to contribute to written records about their children's learning and come into the nursery to talk about their hobbies, professions and cultural celebrations.

Staff understand how children learn and take into account the characteristics of effective learning when planning. There is a good balance of adult-led and child-initiated activities. Children apply skills appropriate to their age. Their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future, such as when they move on to school. Younger children explore the environment, secure in the knowledge that a familiar adult is nearby. Older children readily select what they want to play with. They play imaginatively, based on their own and imagined experiences. For example, they enjoy the role-play kitchen outdoors, where they pretend to make a cheese sandwich and prepare a cup of tea. Staff are good at extending activities, such as suggesting that they need to go to the shop to buy some milk for the tea and inviting others to join in the visit to the shop. Children readily join in with activities and seek out others to share play experiences. During a self-initiated game of hide and seek children count confidently before going to find their friends. However, opportunities to support children's developing understanding of numbers are sometimes missed by staff. For example, when children are putting on their coats to go outdoors, staff tell them that they need to count how many children are going outside but they do not count with them.

Staff engage well in children's play and the quality of teaching is good, although on occasions staff do not maximise opportunities to promote children's speech and language development. They chat to children and model taking turns in conversation. Staff are good at asking open-ended questions, but do not always give children time to process the question before answering. Language used with children is not always effective to promote their vocabulary. For example, staff use words, such as bunny when referring to a rabbit. Despite this, there is some good work happening around speech and language. For example, staff have set up a Dummy tree where a child can give up their dummy. They hang the dummy on the tree and this is exchanged for a picture of their favourite television character. Information about the pros and cons of using a dummy is available to parents. Staff respond well to the babbles and gestures of babies and younger children. They recognise the benefits of using sign language to reinforce the spoken word and use this confidently. Children's vocabulary is promoted well through the use of books. Younger children sit comfortably with an adult, looking at picture books together. The adult points out items of interest in the illustrations and encourages children to repeat the word back. Older children enjoy sitting in groups to listen to age-appropriate stories. Staff promote reading at home and have held a bedtime story session for parents and children to come to nursery in the early evening for a story and hot chocolate. This has been very well attended and encouraged parents to read regularly to their children.

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

Children are supported well by their key person, who takes responsibility for developing relationships with children and their families. Families are offered home visits before children start at the nursery. This enables children to begin to develop emotional attachments to their key person and gives staff an opportunity to see children in their home environment. Parents value that settling-in processes are unique to their child and they are able to continue with short visits until they are reassured that their child is settled. As a result, children are happy and settled. Staff find out about children's individual care routines, and continue these to promote continuity of care. All staff are

responsive to children's individual needs and provide a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence as they get ready for their move to school. Children are also fully supported by their key person as they progress from one room to the next.

Children behave well. Staff treat children with respect and genuine regard and place meaningful praise on good behaviour and individual efforts. Consistent boundaries are in place, to help children know what is expected of them. For example, staff sing a Walking song to children as they move between the indoor and outdoor spaces. This also helps children learn how to be safe in the building. Staff extend children's learning about being safe through play activities. For example, when playing with the role-play kitchen staff talk to children about how real cookers may be hot and pretend the hot chocolate in the cups is hot. Time and space is provided for children to enjoy energetic, active play. Older children are taken to the field at the local children's centre and younger children have opportunities to use the playground for running around and using bikes and scooters. Children's good health is further promoted through the provision of healthy meals and snacks. A menu is available to parents, so that they know what is being provided each day. Special dietary needs are discussed with parents, to ensure that any medical or cultural requirements are met.

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

The nursery premises are secure to protect children from intruders and prevent children from leaving unsupervised. Risk assessments are carried out, recorded and kept in a central file. A daily checklist is also maintained. As a result, children play safely indoors and outside. Risk assessments are also carried out for outings, ensuring that any community facilities used by children are suitable. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse and know how to report concerns. Robust recruitment and selection are in place, ensuring that adults working with children are suitable to do so. A record is maintained of suitability checks. Regular supervision and appraisal takes place for all staff, to provide them with effective support and coaching. Training needs are identified and underperformance is managed well. As a result, staff are enthusiastic and motivated. They provide an enjoyable learning experience for all children.

Staff are led by a management team that is committed to providing good quality care and education. An action plan is in place to support staff to deliver a high quality learning experience for children. This action plan is challenging but achievable and is monitored by management, to ensure that children's needs are met and they are making good progress towards the early learning goals. All staff are encouraged to reflect on their practice and share good examples through team meetings and peer mentoring. The priorities for improvement identified by management in the current self-evaluation have been successfully met. Recommendations set at the last inspection have been addressed to a good level. For example, the organisation of outdoor play has been reviewed, to ensure

that children are able to play in the garden when they want to.

Staff build exceptional relationships with parents. Their partnerships are friendly and trusting. Parents state that they are extremely happy with the care and support given to them. They value that management and staff are concerned about the whole family, not just the child who attends the nursery. They particularly appreciate the support given to families in times of crisis. Management and staff make themselves available, for parents to talk about family and personal matters in a secure, non-judgemental environment. They also support parents in the home. For example, they visit with the family's social worker, to provide support to the family, and offer to accompany families to meetings. Parents state that their children 'love coming to nursery' and they value that staff are friendly, approachable and caring. Highly effective partnerships are established with outside agencies, such as social workers and the local children's centre. This ensures that any concerns about children's well-being, learning or development can be quickly acted upon and means that children receive the support they need to make the best progress that they can.

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	EY303402
Local authority	Suffolk
Inspection number	856539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	108
Name of provider	Rainbow Day Nursery Committee
Date of previous inspection	06/05/2009
Telephone number	01502 562 281

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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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