

Rainbow Day Nursery

Westgate Primary School, Summerhill Road, Dartford, Kent, DA1 2LP

Inspection date	06/11/2014
Previous inspection date	13/11/2013

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

- The staff use good methods to motivate children to safely explore their environment to help children build confidence and have good levels of self-esteem.
- Children use a wide variety of good quality toys and engage in planned activities which are suitable for their ages and abilities. Therefore, making good progress in their learning and development.
- Staff use a nationally recognised speech and language programme to ensure children develop good communication skills.
- Staff have good relationships with parents and inform them regularly about their children's progress.
- Staff provide children with healthy, nutritious food which is freshly cooked on the premises daily.

It is not yet outstanding because

- Staff do not always consistently use books and visual displays to help children learn that print carries meaning across the nursery.

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 talked to staff, parents and children during the inspection.
- The inspector sampled a selection of paperwork, including the safeguarding procedures and the children's learning records.
- The inspector carried out a joint observation with the manager.
- The inspector watched the children playing with activities both inside and outdoors.

Inspector

Linda Coccia

Full report

Information about the setting

Rainbow Day Nursery opened in 1985. It is run by Rainbow Day Nursery Early Years Centre Ltd, and operates from a purpose built premises, which has wheelchair access, in Dartford, Kent. The nursery is open each weekday from 6.45am to 6pm, all year round. All children share access to enclosed outdoor play areas. There are currently 132 children on roll who are in the early years age range. The nursery runs a breakfast and after school club, and a holiday club during all school holidays. The nursery supports children who learn English as an additional language and children who have special educational needs and/or disabilities. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 34 members of staff, of whom 24 hold appropriate early years qualifications at National Vocation Qualification level 2 or above.

What the setting needs to do to improve further

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

- review the organisation of the environment and staff practice to increase children's awareness that print carries meaning.

Inspection judgements

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

The staff provide a wide selection of good quality adult-led activities from which children learn. Children learn about the seasons and nature as they pick up and identify plastic insects with tweezers hidden in leaves and bracken or collect seeds from pumpkins. They learn good communication skills as they talk to staff about the differences of the insects, and learn to count how many legs the insects have. Staff working with the babies use similar activities to help them experience the different textures.

The staff use a nationally recognised speech and language programme to teach children to communicate. As a result, good conversations take place between staff and children during all activities. For example, children compare the wooden fruit with the fruit they eat and talk about their favourite tastes. Staff and children talk while children 'pour tea' and make pretend lunches during imaginary play. Staff provide good support for those children who are bi-lingual and who are reinforcing their English language skills. Children's communication skills are good. However, only the staff working with the toddlers capture what children say in writing to show them that their words have meaning.

Children lead many of the chosen activities themselves. They select what they want to

play with from the wide range available in low-level storage tubs and boxes. Children competently use the computers and are able to operate them effectively to operate the programmes. Children learn to use their creative skills as they make pictures for displays or just because they want to. Children develop their physical skills as they are able to go outside to play in the garden areas and use the different sized physical play equipment. The babies crawl into the outdoor area to experience the sand tray and investigate the other activities on offer.

All staff demonstrate a good understanding of how the children learn and develop. The different room staff teams effectively plan activities for their children based on their prior observations and assessments of the children. They accurately identify what children need to learn next and select activities to further challenge their individual learning. Children's personal learning records clearly show that children are making good progress towards the Early Learning Goals given their starting points and capabilities. The children's key persons ensure that they inform parents about their child's daily achievements and regularly discuss the children's progress records with them. Parents are very involved in their children's learning as they bring in photographs from home for family displays and using bedtime reading books borrowed from the nursery for bed time reading. Therefore, children benefit from consistent learning opportunities provided by the partnership between staff and parent.

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

The children are happy and contented. All ages of children show they feel confident with visitors. Staff take time to settle new children into the nursery. Parents report they are very happy with the procedures, including the home visit from the manager or deputy to the stay and play sessions prior to children starting.

Staff effectively teach children to learn how to manage their own behaviour. This starts in the baby room and continues throughout the nursery. Staff calm children easily by talking to them, reminding them to take deep breaths and stroking their hands or arms. This is a very effective strategy. Older children talk to staff about their feelings and how they can make themselves feel better. Children play well together, take turns and share activities. They show respect for each other by helping each other with any difficulties.

The staff provide good opportunities for children to learn about healthy food. Children are served fresh, nutritious food, cooked on the premises. The cook is able to cater for each child's individual dietary needs where necessary. Children always serve themselves at snack and meal times and pour their own drinks. Staff and children talk about where their food comes from. They grow plants and vegetables to help them understand lifecycles and seasons. Children wear suitable clothing outside so they can play in the rain. Children learn to look after their bodies by wearing sun hats, rubbing on sun creams, resting between bouts of physical play and drinking lots of water which is always available to them. Coupled with the wide range of physical play activities both inside and outdoors, children learn to lead a healthy lifestyle. In learning to manage their own social behaviour and personal needs, children develop many of the skills necessary for the next stages in

their learning and their move to school. Staff reinforce the children's listening skills and encourage them to talk about school with a positive attitude. Therefore, children are enthusiastic about the changes and the next stage in their learning.

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

The provider understands the legal requirements and ensures that the manager and her competent staff team effectively manage the nursery. All staff understand the provider's good internal safeguarding policies which are written in accordance with the Local Safeguarding Children Board procedures. Staff know to record any existing injuries to children, and any concerns they have about children and monitor their behaviours for possible child protection concerns. The provider has rigorous and robust recruitment procedures, all staff complete Disclosure and Barring Service Checks to ensure their suitability. All staff have completed child protection training and the manager is the designated lead person for child protection. Therefore, helping to keep children safe and secure in the nursery.

The manager, her deputy and the room supervisors effectively monitor the educational programmes. They check children's progress on a tracking data base and can quickly identify those children, or groups of children, who may not be progressing as expected. Over the past year, staff have improved the play provision for boys by including hero play and den making in the rooms. The manager monitors the children's learning records to ensure that entries accurately reflect each child's progress. Staff are offered training to enhance their professional development and have opportunities to attend local workshops and courses to further their understanding of good play provision.

Staff engage the services of other professionals to advise them in providing effective support for children with special educational needs and/or disabilities. For example, staff adopted the use of signing throughout the nursery. This means that good procedures are in place to support children.

Parents are very happy with the levels of care and education their children receive. Parents state that they receive a wide variety of information about the setting, including the learning and development requirements. They know their child's key person well and feel able to approach them freely with any concerns and questions. Parents are happy to complete questionnaires and offer suggestions for activities. Children give their views about the activities they use and staff monitor their levels of well-being and involvement. Staff give their views at team meetings as they talk about changes and how they might affect the children. Regular reviews of procedures and monitoring systems ensure that only changes that benefit the children take place. By working together, the providers, and their competent staff team are able to effectively maintain the continuous improvement of the nursery.

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	127485
Local authority	Kent
Inspection number	962706
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	124
Number of children on roll	161
Name of provider	Rainbow Day Nursery (Early Years Centre Ltd)
Date of previous inspection	13/11/2013
Telephone number	01322 270909 / 290680

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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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