

# Rainbow Private Day Nursery

11 Hall Green Road, Dukinfield, Cheshire, SK16 4EP

<b>Inspection date</b>	09/12/2014
Previous inspection date	02/07/2014

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

- Children make good progress in their learning and development because staff plan a range of stimulating and challenging activities and experiences, which are based on children's individual interests.
- Staff are caring, friendly and know children extremely well. As a result, children develop positive attachments and are happy and emotionally secure in this welcoming environment.
- The provider and manager constantly reflect on practice within the nursery. Plans for improvement are identified and swiftly addressed, to further improve the high quality of the setting.
- Safeguarding is given high priority in the nursery. The manager undertakes regular safety checks, including daily risk assessments, to ensure that the premises are safe and suitable for children to play. As a result, children are kept safe from harm.

### It is not yet outstanding because

- Opportunities for staff to observe each other and discuss practice are not yet established and, therefore, staff are not always able to share their skills and knowledge to enhance the already good quality teaching even further.
- Staff do not consistently encourage parents to share information about their children's learning at home, to enrich the planning process even further.

## **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 activities in the nursery rooms and the outdoor area.
- The inspector spoke to staff and gained the views of parents.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation.

### **Inspector**

Layla Clarke

## Full report

### Information about the setting

Rainbow Private Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted and extended house, in the Dukinfield area of Tameside, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from four rooms and there are enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to level 6, including the manager and deputy, who hold degrees. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery also operates an out of school provision for children aged between five and 11 years. There are currently 89 children on roll and of these 25 children are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds and 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:

- exploit more opportunities to ask parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas about how to move children forward in their learning
- offer more opportunities for staff to observe each other and discuss their practice, to allow staff to share their skills and knowledge and enhance the already good quality of teaching even further.

## Inspection judgements

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

The quality of teaching in the nursery is good, which supports children to make good progress in relation to their starting points. Staff understand the importance of working with parents to support children's ongoing learning and invite parents to share information about what children enjoy and what they can already do when they start at the nursery. This information is used to plan exciting and challenging activities, to help children to make progress in their learning and development right from the start. As a result, children are eager to join in with activities and are motivated to learn. Staff speak to parents daily and keep them updated about activities and experiences that children have particularly enjoyed at nursery. However, there are fewer opportunities for parents to be able to share what they know about their child's ongoing progress at home, to contribute even more to children's continued progress in their learning. Staff complete regular observations of

children as they play, which they use to gain a secure understanding of each child's capabilities. These observations are used to plan good quality learning experiences to help children to progress. Children's progress is monitored through a clear tracking system, which identifies children's progression and staff can identify any gaps in children's learning. This means that early intervention can be sought.

Children thoroughly enjoy their time at the nursery and staff are skilled in providing meaningful learning experiences for all children. Staff play alongside children using an effective range of questioning techniques, which allows children to develop their communication and language skills. For example, during a planned circle time activity, staff ask challenging questions and allow children to choose from a range of musical instruments as they ask what the instruments sound like. Children delight in saying that the maracas sound like 'horses galloping' and that the bells sound like 'jingle bells'. Furthermore, staff provide early phonics activities with a range of props, which means that children, who may be more reluctant to use spoken language, are fully involved as they use visual prompts to communicate their wishes. As a result, children's language skills are well-promoted. Children are provided with a range of sensory play experiences. For example, babies explore in cooked spaghetti and dough, toddlers experiment in rice and make marks in shaving foam and older children play in jelly and glitter, filling and emptying a range of containers. This also supports their mathematical understanding, as staff capably introduce concepts, such as full and empty, and ask children to think about how the jelly can fit through funnels and sieves. These activities also encourage children to think critically, as they are able to consider what works well and how they can adapt their activities to reach their end goal.

Children have access to a range of technological equipment, including push-button toys, laptops and remote control cars, which means that children are developing an understanding of cause and effect. Older children are able to complete simple programmes on the laptops, which further supports their understanding of the world. Children are supported to gain an understanding of living things, as they experiment and place bugs onto the light board and peer through magnifying glasses and staff ask them to describe the creatures with carefully chosen questions. Children show an interest in playing with cars and trains and staff provide materials for them to extend this activity. For example, staff provide scissors and sticky tape for children to cut shapes and construct bridges from the paper. This means that children are able to initiate their own play and their interests are well supported. Children's literacy skills are promoted well, as older children use whiteboards and a variety of pens and pencils to write lists and staff skilfully support them to begin to form recognisable letters. Babies make marks in flour and sand using a range of tools and equipment. As a result, all children, including children with special educational needs and/or disabilities, are supported by staff to acquire the necessary skills that are required when they move to school.

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

Children's emotional well-being is supported well, as staff provide flexible settling in sessions, which mean that children and parents are able to build a strong attachment with a key person. As a result, children feel safe and secure in the nursery because they are

supported by familiar staff who are friendly and caring. For example, babies snuggle up to their key person for cuddles and older children engage in meaningful conversations with staff, who listen to them and respond to them appropriately. For example, staff get down to children's level and play with them, modelling how to use resources and equipment. Children are developing skills in independence. For example, staff show them how to use a knife and fork to cut their food at lunchtime and allow time and encouragement for children to attempt for themselves. Staff provide good support for children when the time comes for them to move to the larger environment of school. They liaise with parents and teachers, invite teachers to the nursery and share children's progress reports with the schools. This means that children are emotionally prepared to move to the next stage in their learning.

The environment is warm, friendly and all resources are clearly labelled and easily accessible to children. This further supports children to make independent choices and to initiate their own play. Children have a strong sense of belonging in the nursery, as photographs of them engaging in activities are attractively displayed around the room, pegs are clearly labelled with their photographs and children sing hello to each other during daily circle time sessions. Furthermore, older children participate in self-registration and babies have access to their individual comforters. This means that children are supported well to develop their confidence and self-esteem. Staff use positive praise and encouragement to acknowledge children's achievements. Behaviour is good because children are encouraged to take turns, share equipment and resources and to listen to each other. For example, children are asked to listen to their friends as they offer responses to questions and to wait as their friends have an opportunity to choose a musical instrument during a planned group time session. Staff use positive language, such as saying 'well done', and strategies, for example, giving thumbs up and a pat on the back, all help to promote children's confidence and develop their good personal, social and emotional skills.

Staff support children to develop positive hygiene practices, such as hand washing before mealtimes and after using the bathroom, and staff explain the importance of children cleaning up after themselves. For example, children capably join in with staff as they help to wipe shaving foam off the chairs, following an activity. This means that children are gaining an understanding of positive hygiene practices. Staff encourage healthy eating. The two designated cooks have recently achieved a five star food hygiene rating and provide nutritious well-balanced meals for the children, which are complemented by the addition of healthy snacks of fresh fruit and vegetables. Children serve themselves during mealtimes and have individual water bottles, which mean they are able to help themselves to fresh drinking water throughout the day. Furthermore, healthy eating posters are displayed to further reinforce healthy lifestyles. Children's understanding of physical well-being is promoted through regular outdoor play opportunities in the fresh air. Children expertly manoeuvre around the well planned outdoor area with dolls in pushchairs. Furthermore, they climb up onto the large pirate ship, as staff support them to climb to the top. Children climb in and out of tyres and run around safely and freely, negotiating the space. These activities also encourage children's understanding of taking some risk in their play, as staff supervise and do not intervene unless a child requests support. Consequently, children are able to gain an understanding of keeping themselves and others safe.

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

Staff have a thorough understanding of safeguarding practices and demonstrate a clear understanding of child protection procedures. As a result, they understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Effective risk assessments minimise potential hazards and ensure that the environment is safe for children. Staff deployment and safety equipment, such as stair safety gates, help to further support children's welfare. There are robust systems in place for recruitment and selection and the manager ensures that the staff are suitable to work with children. For example, regular suitability checks are in place and staff are provided with a handbook, which sets out their roles and responsibilities. Policies and procedures support the smooth running of the nursery and are reviewed and shared with staff and parents.

The manager has a secure knowledge of how children learn. She fully understands observation and assessment and undertakes regular checks to track children's progress. Monitoring of children's progress is extremely effective, which means that any gaps in children's learning are swiftly identified and appropriate strategies are put into place. This means that all children, including children with special educational needs and/or disabilities, are well supported to make good progress across all areas of learning. Appraisals between the manager and staff have been completed. Staff have regular supervision meetings and the manager implements monthly staff meetings where staff can feedback information from recent training attended. However, the opportunities for staff to observe each other and discuss practice are not yet fully established. As a result, staff are not yet fully able to share their individual experience, skills and knowledge to enhance the good quality teaching even further.

The manager has an awareness of the strengths of the nursery and has identified areas for further improvement. She uses feedback, gained from staff, parents and children, to improve the service they provide. For example, she uses feedback from parent questionnaires and also from children. She gains children's views and suggestions about what they would like to do and activities they would like to participate in. This information is then included in the nursery's self-evaluation and helps to drive improvements. The nursery benefits from support from the local authority advisor. Since the last inspection by Ofsted, where the nursery received a number of actions to improve, all actions have been successfully addressed. For example, effective risk assessments have been introduced to identify and minimise any potential hazards. These include an extra bathroom check. The outdoor area has been re-organised to ensure that children have suitable space in which to play freely and helps to keep them safe from harm. Staff now source water from the kitchen, which reduces the risk of cross contamination from the toilets. Staff Disclosure and Barring Service checks have been updated, are available for inspection and identify the date issued and who obtained it. Furthermore, the system for recording and reporting accidents has been reviewed and improved, which further promotes children's safety and well-being. The manager has a secure understanding of early intervention and how to make referrals for additional support to meet all children's needs.

Good relationships are shared between the nursery and local schools and teachers are invited to the nursery to meet staff and children prior to them moving on to the new environment. This is further supported, as the staff and teachers have positive relationships, as the nursery provides before and after school care for local school children. This means that a positive working relationship is established as staff speak to teachers daily and share information from school with parents. Partnerships with parents are effective. Parents feel well-supported by the staff team and speak highly of the staff and the nursery. Information is shared effectively through daily discussion, termly newsletters and assessment records. However, this sharing of information does not yet fully encourage all parents to provide ongoing information about children's learning at home. Nonetheless, parents feel very involved in their child's care and learning and comment that they 'cannot praise the lovely staff enough.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY296978
<b>Local authority</b>	Tameside
<b>Inspection number</b>	988348
<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>	53
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Lisa Elizabeth Jones and Michael Jason Jones Partnership
<b>Date of previous inspection</b>	02/07/2014
<b>Telephone number</b>	0161 343 2922

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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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