

# ABC Rainbow Day Nurseries Ltd

40 Eastwood Road, Rayleigh, Essex, SS6 7JQ



## Inspection date

Previous inspection date

20 February 2015

10 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The management and staff have a secure understanding of the requirements of the Early Years Foundation Stage and how young children learn. Babies and children benefit from educational programmes that are tailored to their needs and interests.
- Teaching and learning is good. Staff ensure that children develop the skills they need for their next stage in learning, and in readiness for starting school.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place. These have been thoroughly reviewed and updated and are understood by the staff team.
- Children successfully adopt healthy and safe lifestyles. They follow good hygiene routines and enjoy healthy snacks and nutritious meals. They are involved in assessing risks in the indoor and outdoor environments and learn about road safety on outings.
- The management and staff are reflective and drive improvement well. They demonstrate a strong commitment to promoting a high-quality provision. All staff attend regular training events, which has resulted in a positive impact on the learning experiences they offer for children.

### It is not yet outstanding because:

- At certain points of the day, the older children spend time waiting for staff to prepare the next activity. This sometimes means children become less focused and restless.
- Systems for monitoring the quality of teaching are not used to their fullest potential to enable all staff to learn from each other through honest and critical reflection.

## What the setting needs to do to improve further

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

- enhance the already good care practices by reviewing routines to reduce waiting times between activities and maintain children's emotional well-being
- extend the evaluation of staff's performance and build on modelling of good practice, for example, by enhancing the existing system of peer observation to ensure all staff share their knowledge and expertise so that children continue to receive the best teaching possible.

### Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments and accompanied staff and children on an outing to a windmill.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from written testimonials obtained by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Babies and children freely access a wide range of resources and activities, which support their development in all seven areas of learning. They see numbers and letters in the environment and displays of their work are supported with their written labels and signs. Staff pay attention to how babies and children engage in activities and talk to them, encouraging them to explore and discover new things. Outings into the local area are used extremely effectively to develop children's understanding of the world. For example, the older children investigate how the local windmill grinds corn into flour. Younger children explore wildlife when they go to the local nature reserve to feed the ducks. Good-quality information is recorded to support children's next steps in their learning. Planning and assessment arrangements are precise and focus on children's individual development and interests. Parents are actively involved in their children's learning and development. They borrow reading books and activity packs to share at home and say they are delighted with the progress their children make.

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

Relationships between the staff and children are strong. Plenty of cuddles are offered so that babies and young children feel emotionally secure. Although there has been recent staff changes, children have quickly formed secure attachments to their new key persons. Generally, children behave well in the nursery and the routine is mainly well paced. However, on occasions, the older children become restless and distracted as they spend time waiting for staff to prepare the next activity. This is because during this time, not all children are fully engaged in play, language or other learning opportunities. Nevertheless, children are eager to help staff with simple tasks. They effectively develop their independence skills, for example, when serving food and pouring their drinks at mealtimes. Staff work in close partnership with local schools and teachers regularly visit the nursery. This ensures that children are emotionally well prepared for starting full-time education.

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

Since the last inspection, the management and staff have been highly proactive in working with local authority advisers to ensure that the actions raised have been met in full. These include ensuring that safeguarding procedures have been thoroughly reviewed to make certain that children are well supervised and kept secure. Children's progress is effectively monitored by staff and tracked by the manager. Her thorough scrutiny of assessment information means that any individual child, or group of children, who may need extra support are identified promptly. Staff supervision and appraisals are well embedded. The management use these well to identify strengths, training and improve practice. However, the use of peer reviews to evaluate staff practice is not fully embedded. This means that not all staff have the opportunity to observe each other and offer honest, constructive criticism in order to enhance the quality of teaching to a consistently higher standard.

## Setting details

<b>Unique reference number</b>	402033
<b>Local authority</b>	Essex
<b>Inspection number</b>	991274
<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>	46
<b>Number of children on roll</b>	67
<b>Name of provider</b>	ABC Rainbow Day Nurseries Limited
<b>Date of previous inspection</b>	10 September 2014
<b>Telephone number</b>	01268 778078

ABC Rainbow Day Nurseries Ltd was registered in 1984, and is one of two settings run by the same limited company. The nursery employs 19 members of childcare staff. Of these, the provider has Early Years Professional status, one member of staff has Early Years Teacher status, one member of staff has a foundation degree and 13 staff hold appropriate early years qualifications at level 3. The nursery also employs a cook. The nursery opens from Monday to Friday, all year round. Opening hours are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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