

# Rainbows Day Nursery

Rainbows Day Nursery, Stamford Street, Pendlebury, Swinton, MANCHESTER, M27 6GU



## Inspection date

27 February 2015

## Previous inspection date

21 February 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some activities provided lack sufficient challenge, particularly for children aged two-years-old. As a result, children do not engage in purposeful learning and sometimes display negative behaviours.
- Interaction is variable. Some staff supervise children while they play and others use a range of teaching strategies, such as asking open-ended questions to extend children's learning.
- Ways of sharing information with parents so that they are best placed to continue their children's learning and development at home are not always effective.
- Resources that promote early writing, creative development and imagination skills are sparse, particularly in the room that children aged two-years-old use. This restricts children's development in these areas.

### It has the following strengths

- Babies and pre-school aged children make better progress in their learning and development. Staff ensure children are prepared for the next stage in their learning and onto school.
- Staff are caring and friendly. Children's emotional well-being is fostered, particularly the new children still adapting to nursery life.
- Staff value the opinion of parents and work hard to develop relationships with other professionals, so that all children's care and learning needs are met.
- The management team have a shared vision for the future and include staff, parents and children. Managers monitor staff practice and make effective plans to address issues that arise.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by ensuring staff who work with children aged two-years-old provide more challenging experiences; so that children's next steps in learning are successfully promoted, children are engaged in purposeful activities and that their behaviour is managed effectively
- improve staff interactions with children, so that staff are consistently using a range of teaching strategies to extend children's learning.

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

- extend writing and creative resources available to all children, particularly for children aged two-years-old, so that children have better opportunities to learn new skills and become independent learners
- build on the existing methods of communication with parents in order to share relevant information with them, so that they can best support their children's learning and development at home.

## Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed activities and the quality of teaching in all three age groups.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection, and held meetings with the manager, assistant manager and one of the directors.
- The inspector carried out two joint observations with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

## Inspector

Joanne Parrington

## Inspection findings

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

Not all children make good progress, because practice is inconsistent. Staff who work with children aged two-years-old, do not always ensure planned activities and experiences match all children's needs and challenge them sufficiently. Staff interactions with children are variable. Some staff skilfully engage children and use strong techniques so that children begin to build skills for their future learning. For example, older babies develop physical skills as they thread pasta. They explore water using props and join in singing '5 little ducks', supporting their developing language skills. However, some staff simply supervise children's play rather than engaging with them to extend their play and learning. Parents speak positively about the care and learning their children receive. They enjoy attending parent evenings and sharing their child's learning journal. However, sharing information about planned activities with parents is not fully established. As a result, staff do not always support parents to continue their children's learning at home.

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

Staff focus on children's emotional well-being, particularly when they first start their journey through the nursery and when the time comes to move on to school. Children are kept safe as staff have a sound understanding of child protection, and the procedures to follow should they have a concern about a child in their care. Each play room is organised and gives children space to move freely between activities. However, resources to promote children's early writing skills, creative development and imagination skills, particularly in the two-years-old room are sparse. Consequently, children's chances to become independent learners and learn new skills are hindered. Children follow good hygiene routines. They enjoy healthy snacks and brush their teeth after meals which promotes good health. Outside, children enjoy taking small risks as they play, building dens and imaginary campfires. Children's behaviour on the whole is good. However, as a consequence of the lack of challenge, children display some negative behaviour, particularly those aged two-years-old.

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

The management team have a strong understanding of their responsibilities to protect and safeguard children. Both managers are very experienced and lead a long-standing staff team. Staff are qualified, but this is not having enough impact on children's learning. Managers spend time in each of the rooms working with staff, and have identified areas where improvements can be made. The managers have plans in place aimed at improving the consistency of teaching. The manager meets with staff regularly to discuss practice and review professional development. Children's assessments are monitored well. This identifies where correct intervention may be required and targeted programmes are put in place to meet children's individual needs. The management team ensure designated roles, such as special educational needs coordinator, and safeguarding officer are occupied by experienced members of staff. As a result, children's welfare is well managed.

## Setting details

<b>Unique reference number</b>	307471
<b>Local authority</b>	Salford
<b>Inspection number</b>	871826
<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>	78
<b>Number of children on roll</b>	113
<b>Name of provider</b>	C L K Childcare Ltd
<b>Date of previous inspection</b>	21 February 2012
<b>Telephone number</b>	0161 794 2922 or 2911

Rainbows Day Nursery was registered in 1986. It is one of two nurseries owned by the provider. The nursery is open from 7.30am until 6pm, all year round, excluding public holidays and one week at Christmas. The nursery receives funding for the provision of free education for children aged two-, three- and four-years-old. In total, a team of 18 staff work at the nursery. Of these, all hold appropriate early years qualifications, including two members of staff with Early Years Professional status.

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